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MONTCLAIR STATE COLLEGE
Upper Montclair, New Jersey

ANNUAL REPORTS 1958-1959

4/64
A.R. Kuolt

[illegible]
(Upper Secondary, New Series)

[illegible] 1979-1980

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Montclair State College

Report of the President

Academic Year
1958 - 1959

Panzer Merger

The academic year 1958-59 was significant in the history of the College because of the merger with Panzer College of Physical Education and Hygiene of East Orange, New Jersey.

After many months of negotiation, the State Board of Education approved the merger of Panzer College with the Montclair State College. It was the responsibility then of the administration of the Montclair State College to work out the details of the merger, including the transfer of equipment, student records, the acceptance of the Panzer College students into the student body of the Montclair State College and the consideration of each and every faculty and staff member from Panzer as a potential member of the faculty of Montclair State College.

A merger of this kind with all of its various implications had many opportunities for misunderstanding and difficulty, but the transition took place with a minimum of trouble and a maximum of cooperation on the part of both sides. The administration of Montclair State College feels that the Trustees of Panzer College have been most cooperative during the process of transition; the students from Panzer seemed to be happy with their new arrangements.

It was significant to note that among the applicants for admission for the fall of 1958 the request for admission into the School of Physical Education and Hygiene exceeded those of any other department. The result was that the cutting score on the entrance examinations was unusually high in this department.

In setting forth the new staff positions to handle the assignments in the Panzer School of Physical Education and Hygiene, some outstanding persons were brought to the College, and it is believed that a very strong program is being developed in this new venture. Dr. Richard Tews accepted the position of Director of the School of Physical Education and Hygiene, and joined the staff in the fall semester.

Because of the fact that additional provision was not made in the 1958-59 budget for the required new staff members for the School of Physical Education and Hygiene, it was necessary to utilize staff positions that had been authorized for other areas of the College program. It is hoped that this situation can be remedied in the year 1959-60.

Middle States Evaluation

The College was evaluated by a visiting team from the Middle States Association of Colleges and Secondary Schools in February, 1958. The report of this

[illegible] Junior College

Report of the President

[illegible] Year
1955 - 1956

[illegible]

The academic year 1955-56 was significant in the history of the College because of its [illegible] Junior College of regional consideration and [illegible] of that [illegible], the [illegible].

After many months of negotiations, the [illegible] of Education approved the merger of Junior College with the [illegible] Public College. It was the responsibility then of the administrators of the [illegible] Junior College to see to the [illegible] of the merger, including the transfer of equipment, student records, the employment of our Junior College [illegible] into the student body of the [illegible] Public College and the [illegible] of each and every faculty and staff member from Junior to a [illegible] member of the faculty of [illegible] Public College.

A review of data from [illegible] of the [illegible] indicates that many [illegible] for [illegible] and difficulties, but the transition took place with a minimum of [illegible] and a minimum of [illegible] on the part of both groups. The [illegible] of faculty from Junior College that the [illegible] of Junior College have been [illegible] in the process of transferring the students from Junior [illegible] to the [illegible] and [illegible].

It was [illegible] to note that [illegible] the [illegible] for [illegible] the fall of 1956 the number of [illegible] has increased of [illegible] and [illegible] of any [illegible]. The result was that the [illegible] in the [illegible] [illegible] was [illegible] high in this [illegible].

In making [illegible] the new staff positions to handle the [illegible] in the Junior College of [illegible] [illegible] [illegible], [illegible] [illegible] were brought in the [illegible] and it is believed that a very [illegible] program is being developed in this [illegible] [illegible]. The [illegible] have assumed the [illegible] of [illegible] of the School of [illegible] [illegible], and [illegible] the staff in the [illegible].

Because of the [illegible] additional [illegible] was [illegible] in the [illegible] budget for the [illegible] new staff members for the School of [illegible] [illegible] and [illegible]. It has [illegible] to [illegible] staff positions that [illegible] been [illegible] the other areas of the College [illegible]. It is hoped that this [illegible] can be [illegible] in the year [illegible].

[illegible] [illegible]

The [illegible] was [illegible] for a [illegible] [illegible] [illegible] [illegible] of [illegible] and [illegible] [illegible] in [illegible], 1957. The [illegible] of the

evaluation has been examined by the various departments of the College and a serious attempt has been made to follow the recommendations contained therein. Some of the more important steps taken are the following:

1. The graduate program has moved toward inclusion in the regular teaching program. Budget provision has been made for six full-time persons in 1959-60 to teach graduate work.

2. Compensation for summer teaching has been improved.

3. The physical layout of the student personnel department has been somewhat improved. More needs to be done, but this will have to await the renovation of the Administration Building.

4. Expenditures for books and periodicals for the library have improved.

Dreyfus Project and Project of National Science Foundation

Two projects carried on during the academic year 1958-59 involved the use of funds from outside the College. These were the Dreyfus Fund Project which was conducted by the Science and Mathematics Departments and designed to upgrade science and mathematics teachers through special grant of the Dreyfus Foundation. Under this plan, teachers of science or mathematics could enroll and complete their Master's Degree with special remunerations for this effort and scholarships to pay for their tuition. This project is described in a report elsewhere in this general college report.

A special National Science Foundation Project was financed by this fund and was carried on in the Mathematics Department both during the academic year and during the ensuing summer. This program is also described in some detail elsewhere in this report. Both of these projects enlarged again the service area of the College.

Home Management House

A small but significant addition to the campus during this year was the Home Management House, designed to serve the needs of the Home Economics Department. This building, financed by funds left from the 1951 Bond Issue, is located on Valley Road. It is designed to provide a residence for eight students of the Home Economics Department during their Senior year. The course these students take in connection with this house is as follows:

Home Management House Residence - This course includes residence in the home management house integrating the understanding, knowledge, and skill gained from various phases of home economics. Principles of time, energy, and money management are put into practice. Planning and preparing meals, doing the laundry, cleaning and caring for the house, and planning and carrying through a variety of entertainments are examples of home-making activities experienced by the student.

evaluation has been assumed by the academic departments of the College and a searching effort has been made to follow the recommendations contained therein. Some of the more important steps taken are the following:

1. The previous program has been based toward instruction in the regular teaching profession. Higher curriculum has been made for all full-time people in 1952-53 to teach graduate work.

2. Journalistic and library training has been improved.

3. The physical layout of the student personnel department has been materially improved. More needs to be done, but this will have to await the completion of the Administration Building.

4. Scholarships for living and operational for the library have improved.

Teaching Staff and Training of Student Teaching Supervisors

Two problems occupied us during the academic year 1952-53 involved the use of funds from outside the College. These were the Graybar Fund (Project 100) and grants by the Carnegie and Rockefeller Foundations and Designed to improve teaching and curriculum. Because this plan, Summary of Actions by Academic staff appeal and discussion Study Groups Study Groups in the effort and accomplishments for per the study sections. This project is described in a report elsewhere in this general College report.

A general National Science Foundation project was financed by this fund and was carried on in the Mathematics Department both during the academic year and during the summer session. This program is also described in more detail elsewhere in this report. Job of study projects assigned again the service load of the College.

Home Economics Course

A small but significant addition in the course during this year was the Home Management Course, designed to serve the needs of the Home Economics Department. This course, financed by funds left from the Graybar Fund, is located on Walter Hall. It is designed to provide a residence for eight students of the Home Economics Department for a week-end. The course thus provided was to coordinate with the course in the College.

Home Economics Home Laboratory - This course includes preparation in the home management house investigating the meal-planning, homemaking, and shelter patterns from various planes of home economics. Principles of time, energy, and money management are the two problems. Planning and preparing meals, caring for the laundry, cleaning and caring for the house, and planning and arranging the work a variety of experiences are examples of homemaking activities experienced by the students.

Faculty and Administrative Salaries

In the process of carrying on the search for additional faculty and staff members in the spring of 1959, it has become increasingly evident that the existing salary scales both for faculty and administrative personnel are not adequate to attract the quality of staff members which the College should have. In the years ahead when there will be increased competition for qualified personnel on the college level, it will be necessary for the State of New Jersey to set up a salary scale that will make it possible to bring to the colleges the quality of staff that has been typical of these colleges in previous years. This matter is of great importance.

Reclassifications

As the College has grown in facilities and in student body as well as in staff, it has become increasingly important that certain of the positions which have existed in the College for many years should be reclassified in accordance with the increased responsibilities carried by the personnel. This need for reclassification is apparent in a number of key positions in the College, but the most outstanding are those as follows:

1. Business Manager
2. Engineer in Charge of Buildings and Grounds
3. Food Supervisor
4. Administrative Secretary

Complete statements outlining the responsibilities of these various positions have been prepared and submitted through channels to the proper authorities in Trenton. This has been done a number of times with the hope that early action can be taken to bring these positions in line with the salaries paid to comparable persons in other colleges and universities.

Campus Development

During the year a considerable amount of progress was made in improving the appearance of the campus by planting additional shrubs and trees and landscaping certain areas that were left undeveloped after the building program. Students and faculty assembled on the Annual Paul Bunyon Day in April and did a considerable amount of this work themselves including a rather complete layout around the new Home Economics Building.

Bond Issue Activities

The need for additional physical facilities has been increasingly apparent as the College has grown in students and faculty, as well as diversity of program. The decision of the State Board of Education to propose a bond issue to cover some of the more pressing needs of the College and the subsequent passage by the Legislature of a bond issue bill placing this issue before the New Jersey electorate in the fall of 1959 has brought with it many responsibilities to the College administration.

Faculty and administration salaries

In the process of converting to the seven day additional faculty and staff members in the spring of 1969, it has become increasingly evident that the existing salary scales have the faculty and administrative personnel are not adequate to attract the quality of staff members which the College should have. In the years ahead, when there will be increased competition for qualified personnel in the College level, it will be necessary for the Board of the College to set up a salary scale that will make it possible to bring in the outstanding quality of staff that has been lacking at times without in previous years. This matter is of great importance.

Maintenance

In the College has grown in facilities and in student body as well as in staff, it has become increasingly important that portions of the maintenance which were accepted in the College for many years should be mechanized in accordance with the increased responsibilities assumed by the personnel. This need for mechanization is apparent in a number of ways particularly in the College, but the most noticeable are listed below:

1. Janitorial Service
2. Equipment to Support of Buildings and Grounds
3. Yard Improvement
4. Administrative Secretary

Concerts in elementary activities and responsibilities of these various positions have been provided and accepted through charged in the College authorities in Toronto. This has been done a number of times with the hope that maintenance can be taken on some other priorities in line with the salaries paid to comparable groups in other institutions and universities.

Energy Conservation

During the past a considerable amount of problems had made in improving the operations of the energy by minimizing additional energy and gives and maintenance costs in ways that were late today. Also the policies programs. Students and faculty participated in the Green Fuel Saving Day in April and the a considerable amount of this work considerably improved a rather budgets lapses around the has time to spend on building.

Good Space Facilities

The need for additional physical facilities has been increasingly apparent as the College has grown in students and faculty, as well as in complexity of programs. The statistics in the study would of attempting to provide a good space in order some of the non-academic needs of the College and the accompanying pressure for the implications of a good space with physical with these matters the Jersey Conference in the fall of 1969 has provided with it some recommendations to the College administrations.

Bond Issue Activities (Continued)

The President of the College, as early as the fall of 1958, was designated to represent the other State Colleges on the statewide committee to promote interest in higher education and the passage of the bond issue. Regular monthly meetings of this committee were held and the President assumed various responsibilities in connection with the development of literature, posters and policies with regard to the campaign to press for the passage of the bond issue.

Student leaders became acquainted with the bond issue and its possibilities, organized local committees of students and together with the faculty, the College raised over $5,000 in cash which was turned over to the central committee on college opportunities to be used in the campaign of public information with regard to the bond issue.

Fiftieth Anniversary Year

The academic year 1958-1959 was in many respects an outstanding year for the College. Set aside as the Fiftieth Anniversary Year, a special committee of faculty and students was appointed to conduct suitable fiftieth anniversary activities throughout the entire year. A complete summary of these activities will be found elsewhere in this report, but it should be said here that it has represented a new high in activities which have brought the College to the attention of the public and has brought about a series of cooperative affairs with community enterprises that have resulted in greater understanding of the College and its program.

Much credit is due to Professor Harold C. Bohn who has headed the committee on the fiftieth anniversary and whose unflagging energies have made this outstanding year possible.

New Parking Lot

A very difficult situation with regard to parking and campus traffic has developed as the College has grown in size. It is to be partially relieved by the development of a new parking area on the west side of the campus parallel to the Erie Railroad. It was necessary to sacrifice part of the athletic field in order to gain access to the parking areas and to provide another entrance to the campus. While this loss of outdoor activity area is deeply regretted, there seemed to be no other alternative. There is every expectation that the parking lot will be available for use by the fall of 1959.

New Personnel

1958-1959 has been marked as a year in which a large number of new faculty and staff have been added to the College. A summary of these new additions will be found in the accompanying table. The addition of 47 new staff members brings with it a challenging opportunity for presenting the needs and objectives of the College and for

acquainting these faculty with the standards, the routines and the personnel of the College. The assimilation of such a large group of new personalities into a faculty could bring with it a considerable number of personnel problems. It is believed, however, that these problems have been reduced to a minimum and that the assimilation has taken place with relatively little difficulty.

New Faculty Members 1958-59

Name	Professorial Rank	Assignment
Richard Barker	Asst. Professor II	Social Studies
Joseph F. Becker	Assistant Professor	Science
Ruth Blackburn	Assistant Professor	English
Muriel Bradley	Associate Professor	College Physician
Daniel Brower - 3/5 time	Assistant Professor	Psychology
Leonard Buchner	Associate Professor	Education, Psychology, and Reading
Edward A. Burke	Assistant Professor	Physical Science
Mary Frances Cowan	Asst. Professor II (Sub.)	Social Studies
Dorothy Cunningham	Assistant Professor	Science
Joseph W. Duffy	Associate Professor	Industrial Arts
Joseph S. Dunlap	Asst. Professor II	English
Gerald Edwards	Assistant Professor	Physical Education
Jacob Fisher	Assistant Professor	Science
Geza Gazdag 3/5 time	Asst. Professor II	Physical Education
Elsie O. Gibson	Asst. Professor II	Library
Robert Herman	Asst. Professor II	Science
Edward W. Johnson	Asst. Professor II	Social Studies
Louis H. Kanter	Associate Professor	Mathematics
Belle Kearney	Assistant Professor	Mathematics
Bruce King 4/15 time	Assistant Professor II	Physical Education - Modern Dance
Rosabel S. Koss	Asst. Professor II	Physical Education - Women
Norman E. Lange	Director III (12 mos.)	Student Teaching & Placement
Edith G. H. Lenel	Assistant Professor	Library Cataloguer & German Instruction
Raymond C. Lewin	Assistant Professor	Education
Jo Anne Lonam	Asst. Professor II	Home Economics
Jerome H. Manheim	Assistant Professor	Mathematics
Shirley A. Martin	Asst. Professor II	Physical Education
Samson McDowell	Associate Professor	Biological Sciences
Clyde W. McElroy	Assistant Professor	Speech
John Nazzaro	Assistant Professor	Social Studies
Clyde K. Nelson	Assistant Professor (Sub.)	Social Studies
Elizabeth E. Page	Associate Professor	Home Economics
Jose R. Perez	Assistant Professor	Spanish
John G. Redd	Associate Professor	Health Education & Physical Education

negotiations were directly with the students. The members and the personnel of the College. The mobilization of such a large group of new personnelities into a faculty would not in itself be a problematic matter of personnel problems. It is not well known, however, that three problems have been produced by a situation and that the administration has taken place with relatively little difficulty.

The Faculty Members, 1969-70

Name	Professional Rank	Instructional Area
Richard Barker	Asso. Professor II	Social Studies
Joseph E. Barber	Instructor I	Science
Dale Blackburn	Instructor I	Nursing
Donald Bentley	Instructor I	Calling Occupations
Donald Crosse - 1/2 time	Instructor Professor	Geography
Leonard Dalton	Associate Professor	Education, Psychology, and Teaching
Albert E. Davis	Assistant Professor	Physical Science
Mary Jeanne Dixon	Asst. Professor II (Lib.)	Social Studies
Dorothy Fredericks	Instructor Professor	Science
Joseph E. Hartz	Associate Professor	Behavioral Arts
Joseph E. Hartley	Asst. Professor II	Nursing
Gerald Hawkins	Instructor Professor	Physical Education
Jack Tyler	Instructor Professor	Science
Dean Hughes - 3/4 time	Asso. Professor II	Physical Education
Elsie C. Jones	Asst. Professor II	Library
Robert Jones	Asst. Professor II	Science
Edward K. Jones	Asst. Professor II	Social Studies
Louis H. Kaiser	Associate Professor	Mathematics
Leila Kearney	Assistant Professor	Mathematics
Bruce Kim - 1/2 time	Instructor Professor II	Physical Education - Women Coach
Donald E. Kent	Asso. Professor II	Physical Education - Men
Karen A. Lange	Director III (Lib.)	Journal Teaching & Planning
Ruth E. E. Lewis	Instructor Professor	Library Education & Teaching Elementary
Raymond C. Lewis	Instructor Professor	Education
Jo Ann Lewis	Asst. Professor II	Man Interview
Jerome L. Martin	Associate Professor	Counseling
Stanley A. Martin	Asst. Professor II	Physical Education
Leonard Maxwell	Associate Professor	Instructional Materials
Clyde M. Mulkey	Assistant Professor	Speech
John Nelson	Assistant Professor	Social Studies
Clyde E. Nelson	Assistant Professor (Lib.)	Social Studies
Elizabeth M. Page	Associate Professor	Home Economics
John E. Perry	Assistant Professor	Geology
John O. Rust	Associate Professor	Health Education & Physical Education

New Faculty Members 1958-59 (Continued)

Name	Professorial Rank	Assignment
Virginia J. Rock	Assistant Professor	English
Barbara B. Rossmoore	Asst. Professor II	Chemistry
Helen E. Royer	Assistant Professor	Social Studies
Mary B. Snider	Asst. Professor II	Fine Arts
Betty K. Sommer 1/5 time	Asst. Professor II	Physical Education & Rhythmical Gymnastics
Jerry Streichler (appointed Dec. 1, 1958)	Asst. Professor II	Industrial Arts
Peter P. Stapay	Assistant Professor	Registrar of the College
Richard W. Tews	Professor	Physical Education
Hazel M. Wacker	Associate Professor	Physical Education & Health Education
(Mary Lynn Wakefield (1/2 time	Asst. Professor II	Home Economics
Benjamin F. Wilkes	Asst. Professor II	Music
Dorothy Walter	Asst. Professor II	Librarian, College High School
George J. Zebian	Asst. Professor II	Foreign Languages - Latin

Continental Classroom

During the academic year 1958-59, the President of the College was active in a national project which attracted a considerable amount of attention in educational circles. As Chairman of the Committee on Television of the American Association of Colleges for Teacher Education, the President was instrumental in bringing onto Network Television the first network televised course for college credit. This course in College Physics was taught by Dr. Harvey E. White of the University of California, in Berkeley. Two hundred and fifty colleges cooperated and offered credit.

The Montclair State College offered the course in Modern Physics under the direction of Dr. Hugh Allen. Thirty-five students were enrolled (33 for credit) in the first semester and 23 (22 for credit) in the second semester.

Respectfully submitted,

E. DeAlton Partridge

E. DeAlton Partridge
President

EDP:fev
12/29/61

The Senior Leagues 1956-57 (continued)

Team	Professional Team	Sponsored
Frederick C. Lewis	Auckland Professor	Dairies
Graham H. Tomkinson	Asst. Professor II	Chemistry
Nelson A. Joyce	Asst. Professor	Animal Science
Gary E. Crocker	Asst. Professor II	Food Info.
Philip A. Turner (V. Vice Asst. Professor II		Physical Chemistry & Biochemical Consulting
Jerry Alexander (Coporal Asst. Professor II Sgt. I. Ayres)		Industrial Arts
Roger A. Shepp	Assistant Professor	Insurance of the Soldier
Lawrence E. Tate	Professor	Physical Chemistry
Henry J. Gordon	Associate Professor	Physical Chemistry & Metallurgical Consulting
(Mary Jane Fairfield (V.P. Wife)	Asst. Professor II	Home Economics
Malcolm E. Pitman	Asst. Professor II	Geology
Dorothy Adams	Asst. Professor II	Chemistry, Soldiers Club Account
George A. Walker	Asst. Professor II	Physical Inspection - Tacoma

Professional Discussion

During the remainder year 1956-57, the President of the Soldiers was active in a professional manner which included a presidential address at Annual Meeting, attendance at Regional Meetings, the Chairman of the Committee on Fraternal Relations and Chairman of the Meeting, Association of Soldiers for Senior Foreign Students, the President was instrumental in bringing non-Senior Fraternity the first National Sales Award among the Soldiers Groups. This award is a Silver Trophy and was given by Mr. Harry A. Wells of the University of Washington, in Seattle. The Soldiers and their officers cooperated and achieved success.

The Fraternity Alpha Gamma Delta wishes to express its Soldiers Senior Sales for the Fraternity of the Year Award. Participation included the Soldiers (1) for sales; (2) in the first quarter and (3) for loyalty in the second semester.

Respectfully submitted,

[illegible]

[illegible]
President

Soldiers
12/29/56

Special Report on Fiftieth Anniversary Activities

The administration, faculty, undergraduates, and alumni have united to make of the Fiftieth Anniversary celebration a contribution of far-reaching consequence to the growth of the College. Program after program has been a demonstration of great devotion to the academic and professional ideals on which Montclair was founded and by which the College continues to grow.

The Program, as announced in the official brochure, "Teacher Education for a Changing World," has been fulfilled without exception, and without exception all of these events have in one way or another added stature to the College. Many complimentary letters, for example, were received about the dignity, the impressiveness, and the inspiration of the Fall Convocation. The soundness of the message of Dr. Arthur Adams, President of the American Council on Education, was welcomed by all who heard it. It was fitting that on this significant occasion the first honorary degree, a Litt. D., to be conferred by a New Jersey State College, was conferred upon Dr. John H. Bosshart, Commissioner of Education of New Jersey, 1943-1952. The Reception given by the Student Government Association the afternoon of September 23rd was a splendid demonstration of student spirit.

The Fiftieth Anniversary Banquet, held on Thursday, October 2, was hailed at the close of the evening as probably the most significant single event held on our campus. Student after student expressed the warmest admiration for this brilliant event which brought many members of the Honorary Committee to the Campus; many alumni, including several members of the first class; and a host of friends, notably a great many parents.

A statement made by Henry Steele Commager, eminent American historian and guest speaker at the Fiftieth Anniversary program of the Department of Language, March 14, in a letter written afterwards from his office at Amherst College, typifies the far-reaching results of the Fiftieth Anniversary celebration: "It is a heartening thing to see for oneself that much of the criticism of teachers' colleges is ill-informed, and that they are, in fact, doing scholarly work and maintaining high standards." Such reactions have been manifold.

A superintendent of schools, for example, wrote to the Chairman of the Department of Social Studies after that department's program, requesting that their inspiring presentation be made an annual affair.

A group of students attending the program and forums of the English Club returned to their school and reported that they had never had a more thrilling academic experience.

The whole anniversary program was arranged according to the subject-matter departments so that one of the distinctive features of Montclair's program of teacher education could be emphasized.

John Ciardi, poetry editor of the Saturday Review and

professor at Rutgers University, guest speaker of the Department of English, April 16, greatly expanded the horizons of present and future teachers by emphasizing the function of poetry per se. His evening lecture on Dante inspired many guests from the community to comment on the truly collegiate dimensions of the College.

The program of the Department of Fine Arts brought to the College several authorities in this expanding field. Among them was Howard Conant, chairman of the Art Department, New York University, who, speaking of advanced degrees for creative work in the arts, declared that this very program, ending in a dance concert and piano recital, represented an integration of the arts that is the approach of all forward-looking art circles.

The several sessions of the program of the Department of Mathematics, as they surveyed the newest approaches and techniques in this important academic field, were given the highest praise by many teachers who came from far and near to participate.

The costume survey from 1908 to 1958 and beyond by the Department of Home Economics, the speaker on the trend of weather conditions in the future presented by the geographers, the inspiring rendition of Handel's Messiah and the able concert of the College orchestra presented by the Department of Music, the spring demonstration by the Panzer School of Physical Education and Hygiene at Montclair, the several programs of the Department of Business Education, including the Northern New Jersey Regional Business Education Workshop, the survey of trends in the industrial arts as they reveal the challenge of the future, the review by the Department of Science of the most effective ways of handling demands in this strategic field, and, finally, the challenge that such looking ahead presents as surveyed by Assistant Commissioner Frank B. Stover in behalf of the State Department of Education - all these and others enriched a program that has brought distinction to the College.

Altogether, some ten thousand people have been brought to the College by the celebration. The name of Montclair has thus been carried into far places, and it has been brought to the attention of many business men, many people in the other professions. The College has gained many influential friends.

As the Department of Speech last November presented in connection with their inspiring Speech Institute a production of Eugene O'Neill's Ah Wilderness to mark the period when Montclair was founded, so in May they emphasized the spirit of the whole celebration with a production of Thornton Wilder's The Skin of Our Teeth. Man continuously surmounts life's cataclysmic experiences as his spirit seeks ever to triumph over problems and adversities.

Thus the Fiftieth Anniversary's total program of "Teacher Education for A Changing World" has enriched and ennobled Alma Mater with a performance that swells "Our undying hymn of praise."

The spirit of the anniversary will most tangibly survive in the official booklet, Teacher Education for a Changing World, which records the Honorary Committee of distinguished persons, most of whom

[illegible]

[illegible]

[illegible]

are personal friends of the College; the statement of the philosophy of the celebration; the inspiring record of the College's achievements during the first fifty years; the evaluation of the strategic position of the teacher in our society in Dr. Peter F. Drucker's article, "The Teacher in America," written expressly for this occasion; and the program of events.

Copies of Teacher Education for a Changing World were sent by the American Association of Colleges for Teacher Education to its 400 members. Also copies have been sent to many business men in the metropolitan area, several of whom have thanked us with letters of high praise and commendation for the work being done at Montclair.

Harold C. Bohn Chairman
Fiftieth Anniversary Committee

MONTCLAIR STATE COLLEGE

Dean of the College

Report to the President
Academic Year
1958 - 1959

General Summary of Progress

Increased enrollment with resultant expansion of staff, continued curriculum revision, expanded course offerings, the addition of the Panzer School, the accompanying need for development of a curriculum in physical education and health, the study of the graduate program and policies on a state-wide basis and the introduction of the pilot program in camping and outdoor education at the School of Conservation were the major problems confronting the Dean during the academic year. These and other items of routine administration such as preparation of the graduate catalog, the foreign student exchange program, follow-up of the self-evaluation study, preparation of a complete faculty manual of policies and procedures, departmental staff load studies, scheduling and assignment of teaching staff on recommendation of the department chairmen will be discussed in this report.

Increased Enrollment

The gross undergraduate enrollment for 1958-1959 represented an increase of approximately 25 per cent over the enrollment for the previous year. The impact of this increased enrollment, in terms of administrative load, is greater than the allowance for increased administrative staff. A resulting increase in number of faculty, increase in course offerings and greater demand for development of new curriculum patterns made greater demands on time and work load. Office quarters were expanded and reorganized. The direct secretarial duties were assigned a full time secretary and the bulk of academic counseling, programming, catalog preparation and course approvals centered in the academic counselor who serves in this capacity as assistant to the Dean.

Further assistance in the academic counseling will be necessary to cope with the increasing complexity of patterns of curriculum sequences. Also, greater dependence on the chairmen of departments for organization and administration of the academic program within their departments is necessary. More time on the teaching load of department heads will need to be considered to allow for this increased responsibility. Efficiency of administrative control requires that a maximum of the thirteen major department chairmen and one minor department chairman report to the Dean. The number of direct contacts of the Dean to faculty members must need be limited to those which cannot readily be handled by the department chairman, and those which involve interpretation of policy needing joint conference with chairman and faculty member.

MONTCLAIR STATE COLLEGE

Dean of the College

Report to the President
Academic Year
1972 - 1973

General Report of Progress

Continued activities with resident economics in state, nationwide recruitment initiatives, expanded course offerings, the addition of the Peace Corps, the co-sponsoring team for development of a curriculum in Spanish education and health, the study of the graduate program and initiation of a student-data bank and the introduction of the pilot program in nursing and medical education at the request of Commissioner Dorr are major problems encountered this year during the academic year. These and other items of routine administration such as preparation of the graduate catalog, the Spanish student exchange program, follow-up of the self-evaluation study, preparation of a complete faculty manual of policies and procedures, implementation of the faculty activity, promotion, and tenure or teaching study; an reorganization of the department chairmen will be discussed in this report.

Curriculum Development

The course undergraduate curriculum for 1972-1973 represented an increase of approximately 25 per cent over the curriculum for the previous year. The impact of the increased enrollment, in terms of administrative time, is greater than the difference in numerical enrollments alone. A resulting increase in number of faculty, increase in course offerings and greater demand for development of new curriculum materials greatly burden the time and work load. Office procedures are strained and overtaxed. The office secretarial staff also has assumed a full time secretary and the hiring of student-assistants, programmers, evening supervisors and course coordinators involved in the academic curriculum also serves to lessen the burden as mentioned in the above.

Another problem in the academic curriculum will be necessary to cope with the increasing complexity of offering of particular courses. Also, greater direction in the matters of department curriculum and administration of the academic program within departments is necessary. More time on the teaching load of department heads will need to be considered in order for this increasing responsibility. Difficulty of administrative control requires that a member of the teaching staff department assistant and one senior department member report to the Dean. The number of direct contacts of the Dean to faculty members must then be limited to those which cannot readily be handled by the department chairmen, and those which involve interpretation of policy regarding joint conferences with division and faculty members.

Curriculum Revision and Expanded Offerings

Revised curriculum patterns, in conformity with the report of the Curriculum Commission, were completed in the previous year. The first freshman class to follow the new curriculum patterns was admitted in the fall of 1957. The sophomore year for all curricula was developed during the 1958-1959 academic year. Course outlines and syllabi for all new offerings effective that year were completed and recommended for approval. The junior and senior year work in some departments is to be concluded in the succeeding academic year. Additional elective courses were developed by some departments. However, the greatest demand will not come until the junior and senior years of the new curriculum sequences. Considerable work needs to be done by the humanities departments in the development of general electives and courses that may be used specifically for the humanities elective in all major sequences.

The transfer of the Panzer School program to the Montclair campus brought not only increased enrollment but additional problems of curriculum development and adjustment. It will be necessary to develop a complete new major in physical education and health. The curriculum pattern and outlines of courses are yet to be developed. In the meantime an attempt was made to adjust the courses available at Montclair to the curriculum established at Panzer School. Much of this work had to be done on an individual advisory basis. This adjustment was further complicated by the change-over of those already enrolled at Montclair from a minor program to the complete major. This adjustment will require a two or three year period before a complete new sequence can be stabilized.

Graduate Program

During the year an intensive study of the graduate programs of the State Colleges was made by a state-wide committee. The Dean of the College, the Chairman of the Graduate Council, and the Director of Field Studies represented the College on this committee. Several recommendations for revised policies and standards with a view toward a new issue of the State Board document on standards were presented for consideration by the Presidents' Council. The work of the committee resulted in careful study and evaluation of the graduate program of the College. This study and the re-evaluation of the College's graduate program came as a good natural follow-up of the recommendations by the Middle States Association evaluation. No final definitive report was presented by the committee. This study should be completed in the next academic year.

Scholarship Achievement

Two special efforts have been made to encourage recognition of students who attain high standards of scholarship. The Dean's Honor List Tea has met with considerable favorable response from both students and faculty. This method of recognition and encouragement of superior scholarship was continued during the year with one such tea for each group on the Dean's Honor List for each semester. The second line of approach has been through an effort to establish some form of honors course or honors group program for students of outstanding academic ability.

Through faculty discussion and analysis of grade distributions, continued emphasis on more discriminating evaluation of student grades has been encouraged. Improved examination and testing procedures have been emphasized as a means of developing more realistic grade distributions and

Curriculum Improvement and Innovative Activities

Various curriculum reforms, in conformity with the report of the Curriculum Committee, were completed in this previous year. The first freshman class to follow the new curriculum requirements was enrolled in the fall of 1967. The sophomore year for all undergrads was developed during the 1966-1967 academic year. Course outlines and reading for all new offerings attached this year were completed and recommended for approval. The faculty and tutor role need to have implications to be considered in the curriculum revisions year. Additional elective courses were developed in some departments. However, the practice should will not come until the junior or senior years of the new curriculum experience. Considerable work needs to be done in the Humanities Division in the development of general electives and courses that may be used meaningfully for the Humanities elective in all major programs.

The question of the freshman College program in the Humanities comprises primarily two main interrelated and additional problems of curriculum development and organization. It will be necessary to develop a consistent new major in cultural anthropology and history. The curriculum committee has evaluated of courses are yet to be developed. In the meantime an attempt was made to adjust the courses available in Humanities to the curriculum requirements in general education. Much of this work had to be done on an individual advisory basis. This adjustment has further complicated by the changeover of class currently enrolled in Humanities from a course program to the new tutor role. The adjustment will require a few or three year period before a complete new sequence can be established.

Graduate Program

During the year an intensive study of the graduate programs of the Main College was made by a graduate committee. The aim of the report, the Chairman of the Graduate Council, was to discover of Field Studies representation the College on this campus. Several recommendations were revised policies and standards with a view toward a new issue of the graduate School bulletin. Graduate programs were recommended for the Graduate Council. The work of the committee involved in detailed study and evaluation of the graduate programs of the College. This study and the recommendation of the College's graduate program has as a good national follow-up on the recommendations by the Middle States Association evaluation. An final definitive report has presented to the committee. This study should be completed in the near academic year.

Intellectual Development

Two special efforts have been made to encourage recognition of students who attain high standards of scholarship. The Dean's Honor List has had the effect considerable favorable response from faculty, students and family. This method of recognition and encouragement of superior scholarship has continued during the year with the good tutor program on the Dean's Honor List for each semester. The issued time of graduate has been through an effort to establish more tutors of honors courses or honors group programs for students of distinguished academic ability.

Through faculty discussion and analysis of grade distributions, continued emphasis on more discriminating evaluation of student grades has been encouraged. Improved examination and testing procedures have been emphasized as a means of developing more realistic grade distributions and

increased academic standards of courses.

Sophomore Outdoor Camping Education

Two groups of 30 each from the sophomore class were given a five day experience at Camp Wapalanne at the State School of Conservation as a pilot experiment. The State Board of Education has approved a requirement of this kind for all students beginning in the academic year 1961-1962. Evaluations of the pilot program indicated many favorable impressions of students and faculty but also many problems that need to be solved. Plans are to be made for 90 sophomores to take part in 1959-1960 preceding the full requirement for all students. This will give further opportunity for evaluation and planning. It is recommended that a faculty committee be appointed to study the effective utilization of this experience so that maximum educational value may result.

Faculty Handbook

During the year a faculty committee under the chairmanship of the Dean of the College undertook the compilation of a complete faculty handbook. This presented an opportunity for review and revision of policies and procedures of interest to the faculty. The handbook was completed for presentation to faculty members at the first faculty meeting of the next academic year.

Graduate Catalog

The biennial revision and reprinting of the graduate catalog was completed under the direction of the Dean of the College.

Foreign Student Advisement

A limited program for foreign students was continued under the general advisement of the Dean. Some financial assistance for special counseling of three students from Thailand was received from the International Cooperation Administration of the Federal Government. This made possible the assignment of special counselors for these students. The program is extremely worthwhile although the extent of office time necessary for special counseling, arrangement of speaking engagements and adjustments of all kinds is considerable. The use of the faculty committee on foreign student exchange was extended. A tea honoring the foreign students was organized by this committee. This is a valuable way of utilizing such a committee. It is hoped that greater use of the committee can be made in the orientation program for the new foreign students each year.

Visiting High School Groups

In cooperation with the Director of Admissions and the Student Education Association an increasing number of visits of high school FTA clubs and guidance groups has been handled by Miss Frazee. These demands have reached such a proportion that help will be needed. The assignment of an additional academic counselor to work jointly with the office of the Dean of Students and the Dean of the College on academic counseling and the high school visitation program would give more time for the

increased academic economy is achieved.

Conference Center Facility Expansion

The process of an each from the College was given a fine day convention in Deer Conference of the Board of Governors as a pilot experiment. The early Board is considering the acquisition or this site for all students beginning in the academic year 1969-1970. Relations of the study program utilized many interested faculty and students and faculty, and also many problems that need to be solved. Plans are to be made for a conference to take place in 1971-1972 preceding the full requirement for all students. This will give further experience for evaluation and planning. It is recommended that a faculty committee be appointed to study the effectiveness of this experience as that meaning educational values may result.

Faculty Selection

During the year a faculty committee under the chairmanship of the Dean of the College examined the qualifications of a complete faculty roster. This provided an opportunity for review and revision of policies and procedures of interest to the faculty. The committee was responsible for presenting to faculty members of the final faculty meeting of the year academic year.

Graduate Studies

The planned revision and recasting of the graduate catalog was completed under the direction of the Dean of the College.

Foreign Studies Program

A training program for foreign students who would come under the general supervision of the Dean. Some financial assistance for special counseling of these students from Washington was received from the Inter-national Communication Administration of the Federal Government. This also provides the beginning of special counseling for these students. The program is actually individual although the status of office has necessary for special counseling, arrangement of housing, counseling and adjustments of all kind is considerable. The use of the faculty families on foreign students has been excellent. A few outstanding foreign students are organized by this committee. This is a valuable way of utilizing such a committee. It is hoped that greater use of the committee can be made in the orientation program for the new foreign students next year.

Visiting Week Special Scholarship

In conjunction with the Division of Undergraduate and the Student Committee arrangements an increasing number of students of high school [illegible] have visited Grinnell College and lunched in Main Dining. These students have received some a presentation that only will be needed. The appointment of an additional academic counselor to work jointly with the office of the Dean of Students and the Dean of the College on academic counseling and the high school visitation program would give more time for the

increased work of scheduling, programming, follow-up of academic counseling routines, catalog preparation, follow-up of faculty reports, and curriculum control and development.

A summary of the high school visitation program is herewith shown.

Student Education Association at Montclair

Report - 1958-1959

I High School Visitation Days - Organized Visits

The Student Education Association at Montclair organized and conducted the following visitation days:

		No. of Students
October 24	Thomas Jefferson Junior High School, Fair Lawn	40
October 29	Pascack Valley Regional High School	5
November 5	Central Regional High School, Bayville	24
November 17	Irvington High School	40
December 11	Franklin High School	40
December 15	Dickinson High School, Jersey City	25
December 16	Point Pleasant Beach High School	12
December 17	Freehold Regional High School	35
January 13	New Providence High School	5
January 14	Waldwick School	13
February 19	Woodrow Wilson Junior High, Clifton	32
February 27	Dumont High School	10
March 9	Memorial High School, Millville	28
March 25	Plainfield High School	36
April 8	East Rutherford High School	20
April 13	Lakewood High School	30
April 23	Montclair High School	35
April 30	Boonton High School	20
May 4	Union High School	31
May 12	Dover High School	30
May 12	Somerset County Schools	42
May 18	Long Branch High School	30

Week of the Decision, 4

Increased work of committees, scheduling, follow-up of academic counseling, voluntary transcripts, follow-up of faculty reports, and curriculum conferences.

A summary of the high school visitation program is included above.

Student Counseling Interviews of Individuals

Report - 1971-1972

I. High School Visitation Days - Vocational Talks

The Student Counselor arranged visitations at Rockford-Regional and Lakeland for following visitation days:

			No. of Students
October	26	Thomas Jefferson Junior High School, Fair Lawn	40
October	29	Pascack Valley Regional High School	5
November	3	Bergen Vocational High School, Hackensack	20
November	17	Ridgefield Park High School	40
November	21	Franklin High School	60
December	15	Lakeshore High School, Jersey City	50
December	16	Point Pleasant Beach High School	12
December	17	Pennsville Regional High School	17
January	13	New Providence High School	5
February	24	Wallington School	41
February	25	Bergen Point Junior High, Kearny	25
February	27	Essex High School	20
March	9	Memorial High School, Hillsdale	25
March	23	Palisades High School	34
April	6	East Rutherford High School	20
April	13	Lakewood High School	40
April	27	Manchester High School	15
April	28	Hawthorne High School	20
May	4	Gordon High School	21
May	18	Lower High School	30
May	19	Bergenfield Junior High	20
May	24	Lodi Memorial High School	30

Dean of the College, 5

May 19	Bloomfield Junior High School	12
May 20	Barringer High School, Newark	42
May 22	Clifton High School	50
May 25	Broadway Junior High School, Newark	26
		713

II <u>Participation in Student New Jersey Education Association</u>

A. For the academic year 1958-1959 a Montclair student, James Murphy, served as Vice President of the Student New Jersey Education Association.

B. The Montclair Student Education Association was asked by the Student NJEA to sponsor the All-College Conference for New Jersey college students enrolled at New Jersey colleges having teacher education programs. This event was held at Montclair on Saturday, December 6, 1958. The following colleges participated:

Douglass College
Fairleigh Dickinson College - Rutherford Campus
Fairleigh Dickinson College - Teaneck Campus
Georgian Court College
Glassboro State College
Jersey City State College
Monmouth College
Montclair State College
Newark State College
Paterson State College
Rider College
St. Peter's College
Seton Hall College
Trenton State College
Upsala College

Participating delegates numbered 150. Dr. Leon Mones, Assistant Superintendent, Newark Public Schools, gave the key-note address on the conference theme, "Teacher Education for a Changing World." The conference program is attached herewith.

C. In late April the Student Education Association sent eight delegates to participate in the Annual Spring Convention of the Student NJEA held this year at the Central YMCA Camp, Blairstown, New Jersey. Three of the Montclair delegates were elected to state offices for 1959-1960. They were as follows:

State President	Madeline Jones
State Recording Secretary	J. Sharon Lynch
College Member-at-large	Constance Ward

III The local chapter of the Student Education Association also had a very active year. Paid members numbered 200. An assembly was sponsored for American Education Week. In early November the Montclair Student Education Association sent a bus load of participating delegates to the NJEA Teachers Convention in Atlantic City.

May 19	Thomsville Junior High School	12
May 20	Barrington High School, Bonnie	42
May 21	Clifton High School	30
May 23	Greenway Junior High School, Barrett	20
		719

II Participation in Student Day Jazzed Education Association

1. For the academic year 1969-1970 a junior student, Jane Doyle, served as Vice President of the Student Jazz Jazzed Education Association.

2. The Monmouth Student Counselor Association was asked in the Spring 1969 to survey the Jill-College on behalf of the Jazzed College students enrolled in Jazz Jazzed Education Counselor Education program. This survey was held at Monmouth on Saturday, December 6, 1969. The following colleges participated:

Bryland College
Fairfield Jazzed College - Jazzed Jazzed College
Mafeking Junior College - Jazzed Jazzed
Tuscaloosa Junior College
Alabama State College
Jazzed City State College
Kansas College
Southwestern State College
Bonnie State College
Jazzed State College
Elder College
St. Vincent College
Saint Jill College
Jazzed State College
Lincoln College

Participation Jazzed conferred 1969. Dr. John Smith, Jazzed Jazzed Jazzed, Jazzed Public Jazzed, gave the keynote address of the conference theme, "Jazzed Association for a Changing Jazz." The workshop program is attached herewith.

3. In June April the Student Education Association sent eight Jazzed to participate in the annual Jazzed Convention of the Jazzed Jazz held this year in the Jazzed City, Illinois. The Jazzed Jazzed of the Monmouth Jazzed were elected to state offices for 1969-1970. They were as follows:

State President	Kathleen Jones
State Recording Secretary	J. Sharon Lynn
Official Reporter-at-Large	Susanne Hunt

III The local chapter of the Student Education Association also had a very active year. Field Jazzers conferred 100. Jr assembly was sponsored for Jazzed Jazzed year. In early December the Jazzed Jazzed Jazzed Association Jazzed sent a low load of participating delegates to the Jazz Jazzed Convention in Jazzed City.

All College Student Conference

Student New Jersey Education Association

TEACHER EDUCATION FOR A CHANGING WORLD

Saturday, December 6, 1958

Montclair State College

Upper Montclair, New Jersey

Student New Jersey Education Association
Second Annual All College Student Conference

"TEACHER EDUCATION FOR A CHANGING WORLD"

James Murphy, Conference Chairman

PROGRAM

9:30-10:30 Registration and Coffee Hour — Student Life Building

10:30-10:45 **General Session — Memorial Auditorium**

Welcome — James Murphy, President—Student Education Association at Montclair and Vice-President, Student-NJEA

Opening Remarks — Judith Harris, President Student-NJEA

Introduction of Consultants, Student Education Association sponsors, and other guests — James Murphy

10:45-11:15 **Keynote Address — Memorial Auditorium**
Dr. Leon Mones, Assistant Superintendent, Newark Public Schools — "Teacher Education for a Changing World"

11:15-11:30 **Recess and Assembling for Workshops**

11:30-12:45 Workshops — First Session (Delegates will attend workshops in accordance with registration choices.)

I **Professionalized Teacher Training — Programs and Certification** — College High School Lounge — Student Life Building

Chairman — Edward Hellegers, Montclair State College

Recorder — Carl Kumpf, Newark State College

Consultant — Dr. George M. Sharp, Curriculum Coordinator, Montclair Public Schools

Consultant — Dr. Clyde M. Huber, Dean of the Montclair State College

II **New Perspectives on the Place of Mathematics in the Secondary School Curriculum** — Mathematics Building H-106

Chairman — Mrs. Irene Maryanski, Montclair State College

Recorder — Susan Honor, Trenton State College

Consultant — Dr. Bruce E. Meserve, Chairman, Mathematics Department, Montclair State College

Panel Members—Vincent Bodino, Claire Kostych, Barbara McWalters

III **Science in Modern Living** — Davella Mills Conference Room — Student Life Building (Afternoon only)

Chairman — Robert Mercer, Montclair State College

Recorder — Joseph Socha, Seton Hall University

Consultant — Dr. Hugh Allen, Montclair State College

IV **Russian and American Systems of Education — A Study in Comparison** — Speech Department Rooms 2 and 4 — Memorial Auditorium Building

Chairman — James Mulvihill, Montclair State College

Recorder — Diane Merrill, Upsala College

Consultants — Dr. Juull Altena, Jersey City College
Miss Ruth Kane, Paterson State College
Mr. B. Ernest Shore, Montclair State College

V **Integration-Segration — The Problem of Human Rights in a Changing Society** — Memorial Auditorium

Chairman — Madeline Jones, Montclair State College

Recorder — Joan Harris, Jersey City State College

Consultant — Dr. John P. Milligan, Assistant Commissioner of Education for the State of New Jersey, Division Against Discrimination

VI **Juvenile Delinquency — A Problem in Today's Schools** — College High School Auditorium

Chairman — Nathan Margolin, Panzer School of Physical Education and Hygiene, Montclair State College

Recorder — Ruth Olson, Rider College

Consultants — Dr. Daniel Brower, Montclair State College
Dr. Maher Kamel, Jersey City State College

12:45- 1:00 Recess

1:00- 2:00 Luncheon — College Cafeteria or Game Room — Student Life Building

2:00- 2:45 Workshops — Second Session (Delegates will attend workshops in accordance with registration choices.)
(Same meeting places as for morning session)

2:45- 3:15 General Session — Memorial Auditorium
Summary of Workshop Sessions by recorders
Summary of Conference — Mr. Walter O'Brien, State Consultant — Student-NJEA
Parting Message—Judith Harris—President, Student-NJEA

OFFICERS — HARRY A. SPRAGUE CHAPTER
STUDENT NEW JERSEY EDUCATION ASSOCIATION

President . . . . . James Murphy

Vice-President . . . . . Eugene Krautblatt

Secretary . . . . . J. Sharon Lynch

Treasurer . . . . . Edward Hellegers

Liaison Representative . . . . . George Hickman

Sponsors . . . . . Clyde M. Huber
Marie Frazee

COLLEGE OFFICERS — STUDENT-NJEA

President . . . . . Judith Harris

Vice-President in Charge of Colleges . . . . . James Murphy

Corresponding Secretary . . . . . Lynda Schaub

Recording Secretary . . . . . Dolores Capraro

Treasurer . . . . . Lee Freda

Members-at-large . . . . . Ruth Ann Olson
Renee Rosen

Consultant — Student-NJEA . . . . . Walter O'Brien

Conferences and Special Meetings Attended

During the year in addition to routine meetings on campus, the Dean represented the College in the following activities.

Conferences and Special Meetings

1958

October	8	University of Pennsylvania Conference - Education in Foreign Countries - Philadelphia, Pa.
October	17	New Jersey Council of Education
October	26-29	King's College Evaluation - Chairman of NCATE Evaluation Committee
November	6-8	N.J.E.A. Convention - Atlantic City, N. J.
November	16	Evaluation of Northeastern Bible Institute - State Department Committee
November	26	Conference on National Defense Education Act - New York City
November	28-29	Middle States Association of Colleges and Secondary Schools Convention - Atlantic City

1959

January	7	Foreign Student Panel Moderator-Upper Montclair Woman's Club
January	29	Rockefeller Institute Conference - New York City
February	1-4	Member of Middle States Association Evaluation Team for Lock Haven, Pennsylvania, State Teachers College - Chairman of NCATE committee for same
March	13	New Jersey Council of Education
March	19	Interstate Conf. on Teacher Education, Columbia Un.,N.Y.C.
March	21	N.J. Assoc.of Colleges & Universities, College of St.Elizabeth
April	24	Dedication of New Plant at Rhode Island College of Education, Providence, Rhode Island
April	25	Meeting of Presidents and Deans, Eastern States Teachers Colleges, Bridgewater College, Massachusetts
May	14	Robert Treat High School, Newark, N.J. - Address at assembly
May	21	Superintendents Meeting - State Department of Education

Respectfully submitted,

C. M. Huber

C. M. Huber
Dean of the College

CMH:CHS
June 15, 1960

Dean of the College, 4

Conferences and General Meetings

During the year in addition to weekly meetings on campus, the Dean represented the College in the following activities:

Conferences and General Meetings

1959		
October	3	Gettysburg Pre-Legal Conference - admission to Pre-Law Conference - Philadelphia, Pa.
October	17	New Jersey Council of Education
October	27-29	King's College Evaluation - Chairman of CASE Evaluation Committee
November	5-8	A.C.E.A. Convention - Atlantic City, N. J.
November	10	Evaluation of Northeastern Bible Institute - Pine Brook, New Jersey
December	26	Conference on National Defense Education Act - New York City
December	28-29	Middle States Association of Colleges and Secondary Schools Convention - Atlantic City
1960		
January	7	Trenton Student Teacher Supervisor-Upper Montclair Women's Club
January	29	Independent Institute Conference - New York City
February	1-4	Center of Middle States Association Evaluation Team for Lock Haven, Pennsylvania, State Teachers College - Chairman of ACSTE committee for same
March	10	New Jersey Council of Education
March	19	Interstate Conf. on Teacher Education, Columbia U., N.Y.C.
March	21	N.J. Assoc. of Colleges & Universities, College of St. Elizabeth
April	24	Dedication of New Plant of Nassau Island College of Commerce, Hicksville, Nassau County
April	25	Meeting of President and Deans, Southern Counties Teachers Colleges, Montclair State College, Upper Montclair
May	16	Robert Treat High School, Newark, N.J. - address at assembly
May	23	Upper Montclair Meeting - State Department of Education

Respectfully submitted,

J. W. Dunne
Dean of the College

DOD:dmm
June 13, 1960

NEW JERSEY STATE COLLEGE AT MONTCLAIR

Office of the Registrar

Report to the President
Academic Year
1958---1959

NEW JERSEY STATE COLLEGE AT MONTCLAIR

Office of the Registrar

Report to the President
Academic Year
1958 - 1959

UNDERGRADUATES

Trends and Developments

The total gross enrollment of the undergraduate division for the academic year 1958-59 represented all counties of the State and three out-of-state.

Registrar's Office
Table I

ANALYSIS OF ENROLLMENT
YEAR, 1958-59

Undergraduate Division Gross Enrollment by Counties

County	Men	Women	Total	Percentage of Total Enrollment
Atlantic	5	7	12	
Bergen	145	215	360	18.06
Burlington	1	1	2	
Camden	4	6	10	
Cape May	1	8	9	
Cumberland	2	11	13	
Essex	334	317	651	32.66
Gloucester	1	4	5	
Hudson	94	82	176	8.83
Hunterdon	2	13	15	
Mercer	1	4	5	
Middlesex	26	24	50	
Monmouth	18	35	53	
Morris	36	46	82	
Ocean	6	5	11	
Passaic	133	209	342	17.16
Salem	3	1	4	
Somerset	9	13	22	
Sussex	10	10	20	
Union	66	75	141	7.07
Warren	2	5	7	
Out-of-State	2	1	3	
Total	901	1,092	1,993	

THE [illegible] STATE COLLEGE AT [illegible]

Office of the Registrar

Report on the Registration

Academic Year

1969 - 1970

[illegible]

[illegible]

The total [illegible] enrollment of the [illegible] for the academic year 1969-70 registered all [illegible] of the [illegible] and [illegible] [illegible].

Registrar's Office
Table 1

Analysis of Enrollment

Fall, 1969-70

Undergraduate Official Enrollment Distribution by Curriculum

Curriculum	Men	Women	Total	Percentage of Total Enrollment
Aviation	[illegible]	[illegible]	[illegible]	
Biology	[illegible]	[illegible]	[illegible]	[illegible]
Construction	[illegible]	[illegible]	[illegible]	
Chemistry	[illegible]	[illegible]	[illegible]	
Dental Tech	[illegible]	[illegible]	[illegible]	
Engineering	[illegible]	[illegible]	[illegible]	
Forestry	[illegible]	[illegible]	[illegible]	[illegible]
Geology	[illegible]	[illegible]	[illegible]	
Industrial Tech	[illegible]	[illegible]	[illegible]	[illegible]
Mining	[illegible]	[illegible]	[illegible]	
Nursing	[illegible]	[illegible]	[illegible]	
Pre-Law	[illegible]	[illegible]	[illegible]	
Pre-Medicine	[illegible]	[illegible]	[illegible]	
Pre-Dentistry	[illegible]	[illegible]	[illegible]	
Pre-Nursing	[illegible]	[illegible]	[illegible]	
Pre-Pharmacy	[illegible]	[illegible]	[illegible]	
Pre-Vet	[illegible]	[illegible]	[illegible]	
Physics	[illegible]	[illegible]	[illegible]	
Physical Ed	[illegible]	[illegible]	[illegible]	
Psychology	[illegible]	[illegible]	[illegible]	
Pre-Medical Tech	[illegible]	[illegible]	[illegible]	[illegible]
Pre-Vocational	[illegible]	[illegible]	[illegible]	
Sociology	[illegible]	[illegible]	[illegible]	
Theatre	[illegible]	[illegible]	[illegible]	
Theology	[illegible]	[illegible]	[illegible]	[illegible]
Zoology	[illegible]	[illegible]	[illegible]	
Undecided	[illegible]	[illegible]	[illegible]	
Undecided-Other	[illegible]	[illegible]	[illegible]	
Total	[illegible]	[illegible]	[illegible]	

DISTRIBUTION BY COUNTIES, FALL, 1958 REPRESENTED ALL COUNTIES AND THREE OUT-OF-STATE

Registrar's Office
Table II

ANALYSIS OF ENROLLMENT

FALL, 1958

Undergraduate Division by Counties

County	Men	Women	Total	Percentage of Total Enrollment
Atlantic	5	7	12	
Bergen	146	213	359	18.17
Burlington	1	1	2	
Camden	3	6	9	
Cape May	1	8	9	
Cumberland	2	11	13	
Essex	329	310	639	32.35
Gloucester	1	4	5	
Hudson	93	81	174	8.81
Hunterdon	2	13	15	
Mercer	1	4	5	
Middlesex	24	24	48	
Monmouth	18	36	54	
Morris	38	45	83	
Ocean	6	5	11	
Passaic	130	208	338	17.62
Salem	3	1	4	
Somerset	9	13	22	
Sussex	10	10	20	
Union	66	76	142	7.19
Warren	2	5	7	
Out-of-State	3	1	4	
Total	893	1,082	1,975	

DISTRIBUTION BY COUNTIES, SPRING 1959, REPRESENTED ALL COUNTIES AND THREE OUT-OF-STATE

021

Registrar's Office
Table III

ANALYSIS OF ENROLLMENT

Spring, 1959

Undergraduate Division by Counties

County	Men	Women	Total	Percentage of Total Enrollment
Atlantic	5	6	11	
Bergen	140	207	347	18.26
Burlington	1	1	2	
Camden	4	6	10	
Cape May	1	8	9	
Cumberland	2	11	13	
Essex	309	301	610	32.10
Gloucester	1	4	5	
Hudson	92	77	169	8.89
Hunterdon	2	13	15	
Mercer	1	4	5	
Middlesex	24	23	47	
Monmouth	17	35	52	
Morris	34	45	79	
Ocean	6	5	11	
Passaic	123	204	327	17.21
Salem	3	1	4	
Somerset	8	13	21	
Sussex	9	10	19	
Union	62	72	134	7.05
Warren	2	5	7	
Out-of-State	2	1	3	
Total	848	1,052	1,900	

[illegible]

[illegible]

[illegible]

The distribution of enrollments by departments for the gross enrollment, for the Fall, 1958, and for the Spring, 1959, are shown in Tables IV, V, and VI, which follow:

Registrar's Office
Table IV

ANALYSIS OF ENROLLMENTS
Undergraduate Division, Gross Enrollment 1958-59
Distribution by Departments and Classes

Curricula for Secondary Teachers	Year in College: First		Second		Third		Fourth		Men		Women	Total
	* Vet.	N.V.	* Vet.	N.V.	* Vet.	N.V.	*Vet.	N.V.	* Vet.	N.V.	Vet. N.V.	
Business Education		83		74		36		52		105	140	245
English		89		64		60		63		61	215	276
Speech		22		10		12		7		13	38	51
Fine Arts		52		25		19	1	30	1	38	88	126
Home Economics		36		24		17		19		-	96	96
Industrial Arts		41		30		13	1	24	1	108	-	108
French		15		9		5		13		10	32	42
Latin		6	1	4		5		6	1	8	13	21
Spanish		23		9		7		9		8	40	48
Mathematics		64		37		25		28		59	95	154
Music		24		21		24		14		51	32	83
Physical Education		66		78	1	50	2	57	3	157	94	251
Science		56		36	1	21		29	1	86	56	142
Social Studies		111		86		64		76		189	148	337
Undecided		3		3						1	5	6
Totals		691	1	510	2	358	4	427	7	887	1092	1986

* These men are disabled veterans under Public Law #894.

Registrar's Office
Table V

ANALYSIS OF ENROLLMENTS
Undergraduate Division, Fall, 1958
Distribution by Departments and Classes

Curricula For Secondary Teachers	Year In College: First		Second		Third		Fourth		Men		Women	Total
	* Vet.	N.V.	*Vet.	N.V.	* Vet.	N.V.	* Vet.	N.V.	* Vet.	N.V.	Vet. N.V.	
Business Education		83		75		39		44		105	136	241
English		93		66		64		56		62	217	279
Speech		21		9		12		7		12	37	49
Fine Arts		47		27		23	1	25	1	37	85	123
Home Economics		35		22		17		18		-	92	92
Industrial Arts		42		30	1	18		19	1	109	-	110
French		13		10		5		13		9	32	41
Latin		6	1	4		5		6	1	8	13	22
Spanish		24		10		6		9		8	41	49
Mathematics		69		38		26		27		60	100	160
Music		23		22		23		13		49	32	81
Physical Education		65		84	1	51	2	49	3	156	93	252
Science		55	1	37		23		25	1	85	55	141
Social Studies		107		89		63		71		183	147	330
Undecided		5		-		-		-		3	2	5
Totals		688	2	523	2	375	3	382	7	886	1082	1975

* These men are disabled veterans under Public Law #894.

Registrar's Office
Table VI

ANALYSIS OF ENROLLMENTS
Undergraduate Division, Spring, 1959
Distribution by Departments and Classes

Curricula for Secondary Teachers	Year In College: First * Vet.	First N.V.	Second *Vet.	Second N.V.	Third * Vet.	Third N.V.	Fourth * Vet.	Fourth N.V.	Men * Vet.	Men N.V.	Women Vet.	Women N.V.	Total
Business Education		75		70		35		51		96		135	231
English		85		61		56		60		55		207	262
Speech		22		10		12		6		13		37	50
Fine Arts		48		24		17	1	30	1	34		85	120
Home Economics		32		23		16		18		-		89	89
Industrial Arts		39		29		13	1	21	1	102		-	103
French		15		8		5		10		9		29	38
Latin		5	1	4		5		6	1	7		13	21
Spanish		23		8		6		9		8		38	46
Mathematics		59		36		25		27		56		91	147
Music		23		20		23		13		48		31	79
Physical Education		61		76	1	49	2	57	3	151		92	246
Science		54		34	1	20		27	1	79		56	136
Social Studies		110		81		63		72		182		144	326
Undecided		3		3		-		-		1		5	6
Totals		654	1	477	2	345	4	407	7	841		1052	1900

* These men are disabled veterans under Public Law #894

ADVANCED STANDING

Advanced standing students admitted during 1958-59 totaled 32.

The distribution by class was:

Freshmen	5
Sophomores	17
Juniors	8
Seniors	2
Total	32

The distribution by department was:

Business Education	6
English	2
Speech	1
Fine Arts	1
Home Economics	3
Industrial Arts	-
French	1
Latin	-
Mathematics	1
Music	4
Physical Education	3
Science	4
Social Studies	6
Total	32

Advanced statistics

Between students attending evening activities during 2023-24 included 36.

The distribution by class was:

Freshmen	4
Sophomores	31
Juniors	3
Seniors	2
Total	40

The distribution by department was:

Business Administration	6
English	6
Economics	5
Fine Arts	5
Home Economics	3
Industrial Arts	3
Journalism	3
Latin	3
Mathematics	3
Music	3
Physical Education	3
Science	2
Social Studies	2
Total	40

ENROLLMENT

Registrar's Office
Table VII

STATUS OF STUDENT REGISTRATION
End of Fall and Spring Semester, 1958-59

	Fall, 1958			Spring, 1959			Grand
	Men	Women	Total	Men	Women	Total	Total
Total Semester Registration	893	1082	1975	848	1052	1900 **	3875
Number of Withdrawals	37	32	69	24	58	82	151
Number of Dismissals	4	2	6	41	24	65	71
Number Suspended	1	-	1	-	-	-	1
Number Dropped	-	-	-	1	0	1	1
Number of Graduates	10	6	16 *	159	185	344	360
Number Enrolled at end of Semester	841	1042	1883	623	785	1408	3291

* Sixteen seniors completed requirements at the end of the Fall Semester. Degrees were conferred June 4, 1959.

** These figures include 17 advanced standing students admitted or re-admitted in the spring semester - 7 men and 10 women.

Reasons for Withdrawals:

	M	F	Total	M	F	Total	Grand Total
Transfer	3	7	10	3	15	18	28
Financial	11	3	14	2	5	7	21
Not interested in Teaching	5	4	9	5	6	11	20
Illness-Health	4	3	7	2	5	7	14
Personal	2	8	10	1	3	4	14
Service	7	-	7	6	-	6	13
No Reason	-	-	-	3	10	13	13
Marriage	1	5	6	-	7	7	13
Employment	3	1	4	1	2	3	7
Family Reasons	1	1	2	1	1	2	4
Moving	-	-	-	-	3	3	3
Entering Convent	-	-	-	-	1	1	1
Totals	37	32	69	24	58	82	151

Reasons for Dismissal:

Low Scholarship	4	2	6	41	24	65	71
Suspended	1	-	1	-	-	-	1
Dropped	-	-	-	1	-	1	1
Totals	5	2	7	42	24	66	73

[illegible]

[illegible]

[illegible]

TRENDS IN ENROLLMENT

FRESHMAN: Freshman enrollment 1958-59 was as follows:

September, 1958	282	Men
	406	Women
	688	Total

Of this total, 278 men and 404 women were entering Montclair as new students. The balance were advanced freshmen. There was no entering freshman class in January, 1959.

SUMMER SESSION: The percentage of yearly enrollment of undergraduates in attendance during summer session has been as follows:

1948 - 36%
1949 - 25%
1950 - 10%
1951 - 7%
1952 - 6%
1953 - 6%
1954 - 6%
1955 - 10%
1956 - 15%
1957 - 13%
1958 - 8%

STUDENT PERSONNEL:

Registrar's Office
Table VIII

BREAKDOWN BY MEN AND WOMEN

	Men		Women		Total	
	Sept.	Feb.	Sept.	Feb.	Sept.	Feb.
1948-49	632	583	655	621	1287	1204
1949-50	559	489	639	605	1198	1094
1950-51	478	413	595	578	1073	991
1951-52	405	375	616	593	1021	968
1952-53	394	368	559	538	953	906
1953-54	379	351	600	586	979	937
1954-55	408	391	653	628	1061	1019
1955-56	493	481	708	678	1201	1159
1956-57	571	552	768	745	1339	1297
1957-58	677	663	885	849	1562	1512
1958-59	* 893	848	* 1082	1052	1975	1900

The merger of Panzer College of Physical Education and Hygiene with Montclair State College in the fall of 1958, increased our enrollment by 166 students of which 112 were male and 54 were female students. The fall, 1958 enrollment was 413 students above the fall, 1957 enrollment.

GRADUATES

I. BACHELOR OF ARTS DEGREE

The following is a study of the graduating classes from June, 1949 through June, 1959:

Date of Graduation	Number Graduated
June, 1949	295
August, 1949	34
June, 1950	333
August, 1950	17
June, 1951	236
August, 1951	10
June, 1952	246
August, 1952	7
June, 1953	207
August, 1953	6
June, 1954	201
August, 1954	6
June, 1955	197
August, 1955	7
June, 1956	200
August, 1956	3
June, 1957	213
August, 1957	5
June, 1958	308
August, 1958	3
June, 1959	350

Total A. B. Graduates since 1930 is 6112

Registrar's Office
Table IX

Analysis of Graduation
Distribution by Departments
Students Receiving A. B. Degree, August, 1958

Major	Men	Women	Total
English	-	1	1
Social Studies	2	-	2
Total	2	1	3

[illegible]

5. [illegible]

The following is a list of the [illegible] items from July 1970 through June 1971:

Date of Deposits	Dollar Amount
June, 1970	50
August, 1970	1
June, 1970	325
August, 1970	37
June, 1971	434
August, 1970	34
June, 1970	324
August, 1970	7
June, 1971	87
August, 1970	4
June, 1970	325
August, 1970	6
June, 1970	327
August, 1970	7
June, 1971	290
August, 1970	3
June, 1971	323
August, 1970	3
June, 1971	325
August, 1970	3
June, 1970	325

Table 4. [illegible] June 1970 to 1971

Legislative Office
Table 12

Analysis of Operations
Distribution by Department
Analysis Ended June 6, 5, Thirty, Nineteen, 1970

Budget	Gen	Spec	Total
Salaries	[illegible]	[illegible]	[illegible]
Social Studies	[illegible]	—	[illegible]
Total	[illegible]	[illegible]	[illegible]

Registrar's Office
Table X

Analysis of Graduation
Distribution of Elementary Certification
Students Receiving A. B. Degree August 8, 1958

Certification	Men	Women	Total
Full Limited	-	-	-
Provisional	1	-	1
None	1	1	2
Total	2	1	3

Registrar's Office
Table XI

Analysis of Graduation
Distribution by Departments
Students Receiving A. B. Degree June 4, 1959

Major	Men	Women	Total
Business Education	15	13	38
English	13	42	55
French	3	9	12
Latin	2	3	5
Spanish	3	6	9
Mathematics	10	15	25
Music	5	8	13
Physical Education	27	16	43
Science	11	10	21
Social Studies	37	29	66
Speech	3	4	7
Fine Arts	11	10	21
Home Economics	-	15	15
Industrial Arts	20	-	20
Total	160	190	350

Registrar's Office
Table XII

Analysis of Graduation
Distribution of Elementary Certification
Students Receiving A. B. Degree June 4,1959

Certification	Men	Women	Total
Full Limited	1	13	14
Provisional	11	46	57
None	148	131	279
Total	160	190	350

II. MASTER OF ARTS DEGREE

The following is a study of the graduating classes from June, 1949 through June, 1959:

Date of Graduation	Number Graduated
June, 1949	63
August, 1949	37
June, 1950	85
August, 1950	52
June, 1951	81
August, 1951	48
June, 1952	63
August, 1952	58
June, 1953	64
August, 1953	42
June, 1954	63
August, 1954	35
June, 1955	86
August, 1955	44
June, 1956	93
August, 1956	38
June, 1957	65
August, 1957	46
June, 1958	69
August, 1958	35
June, 1959	61

Total number of A. M. Graduates since 1933 is 1,996.

Registrar's Office
Table XIII

Analysis of Master of Arts Graduates

Year	Graduates Montclair State Teachers College	Graduates Other Colleges	Total
1949	41	59	100
1950	63	74	137
1951	62	67	129
1952	53	68	121
1953	35	71	106
1954	53	45	98
1955	70	60	130
1956	67	64	131
1957	48	63	111
1958	57	47	104
1959	33	28	61 *
Total A. M. Degrees from 1933	936	1060	1996

* This does not include 64 who were graduated August 7, 1959.

Registrar's Office
Table XIV

Analysis of Graduation
Distribution by Departments
Students Receiving A. M. Degree, August, 1958

Major	Men	Women	Total
Administration & Supervision	11	1	12
Business Education	2	-	2
English	1	5	6
French	-	-	-
Spanish	-	-	-
Industrial Arts	-	-	-
Mathematics	1	-	1
Personnel & Guidance	3	3	6
Science	2	1	3
Social Studies	3	2	5
Total	23	12	35

Registrar's Office
Table XV

Analysis of Graduation
Distribution by Departments
Students Receiving A. M. Degree, June 4, 1959

Major	Men	Women	Total
Administration & Supervision	22	2	24
Business Education	3	2	5
English	1	3	4
Industrial Arts	6	-	6
Mathematics	1	4	5
Personnel & Guidance	2	1	3
Science	4	3	7
Social Studies	3	3	6
French	-	1	1
Total	42	19	61

Instructor's Office
Table [illegible]

Instructor of Instruction
Distribution by Department
Academic Year Ending June 30, 1973

Dept	Men	Women	Total
Anthropology & Sociology	[illegible]	[illegible]	[illegible]
Business Education	[illegible]	[illegible]	[illegible]
English	[illegible]	[illegible]	[illegible]
Fine Arts	[illegible]	[illegible]	[illegible]
Geography	[illegible]	[illegible]	[illegible]
Industrial Arts	[illegible]	[illegible]	[illegible]
Mathematics	[illegible]	[illegible]	[illegible]
Physical & Health	[illegible]	[illegible]	[illegible]
Science	[illegible]	[illegible]	[illegible]
Social Studies	[illegible]	[illegible]	[illegible]
Total	[illegible]	[illegible]	[illegible]

Instructor's Office
Table [illegible]

Instructor of Instruction
Distribution by Department
Academic Year Ending June 30, 1973

Dept	Men	Women	Total
Anthropology & Sociology	[illegible]	[illegible]	[illegible]
Business Education	[illegible]	[illegible]	[illegible]
English	[illegible]	[illegible]	[illegible]
Fine Arts	[illegible]	[illegible]	[illegible]
Geography	[illegible]	[illegible]	[illegible]
Industrial Arts	[illegible]	[illegible]	[illegible]
Mathematics	[illegible]	[illegible]	[illegible]
Physical & Health	[illegible]	[illegible]	[illegible]
Science	[illegible]	[illegible]	[illegible]
Social Studies	[illegible]	[illegible]	[illegible]
Total	[illegible]	[illegible]	[illegible]

MONTCLAIR STATE COLLEGE

Director of Admissions

Report to the President
Academic Year
1958---1959

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Admissions Office
Table 1A

MONTCLAIR STATE COLLEGE

Overall Freshman Application Information

June 30, 1959

Number of applicants taking Admissions Examination at Montclair on March 2, 1959	1498
Number of Veterans taking Admissions Examination under supervision of their Educational Officers around March 2, 1959	3
Number of Montclair applicants taking Admissions Examination at another center on March 2	0
Total	1501
Number of applicants paying $5 application fee who did not report for entrance examination	149
Total number of applicants paying $5 application fee	1650
Additional applicants filing admission credentials but not paying application fee	331
Total applications filed prior to February 15, 1959	1981
Total number of Freshmen enrolling	700

Admissions Office
Table 1A

MONTCLAIR STATE COLLEGE

Overall Freshman Application Information

June 30, 1959

Number of applicants having Admissions Examination on Montclair on March 2, 1959	1,408
Number of Veterans having Admissions Examination under auspices of their Veterans Administration Office on March 2, 1959	3
Number of Montclair applicants having Admissions Examination at another center on March 2	0
Total	1,411

Number of applicants paying $5 application fee who did not request for entrance examination	1,4[illegible]
Total number of applicants paying $5 application fee	1,850
Additional applications filing entrance examination but not paying application fee	331
Total applications filed prior to February 15, 1959	1,981
Total number of Freshmen enrolled	700

SOURCE OF FRESHMEN ADMITTED TO
MONTCLAIR STATE COLLEGE BY COUNTIES

September, 1959

Admissions Office
Table I

County	Men	Women	Total	Percentage of Total Enrollment
Atlantic	2	6	8	1.14
Bergen	76	90	166	23.71
Burlington	2	2	4	.57
Camden	0	8	8	1.14
Cape May	0	1	1	.14
Cumberland	2	4	6	.86
Essex	68	114	182	26.00
Gloucester	0	1	1	.14
Hudson	29	44	73	10.43
Hunterdon	0	2	2	.29
Mercer	1	8	9	1.29
Middlesex	2	16	18	2.57
Monmouth	9	19	28	4.00
Morris	11	30	41	5.86
Ocean	3	5	8	1.14
Passaic	28	66	94	13.43
Salem	0	1	1	.14
Somerset	1	5	6	.86
Sussex	4	4	8	1.14
Union	11	19	30	4.29
Warren	1	5	6	.86
Total	250	450	700	100.00

NUMBER OF FRESHMEN ADMITTED BY
SECONDARY SCHOOL COURSE BY COUNTIES

September, 1959

Admission Office
Table I

County	Men	Women	Total	Percentage of Total Enrollment
Attawa	2	8	8	1.14
Bergen	16	71	144	23.77
Bellington	2	2	4	.57
Cowlya	0	8	8	1.14
Cline Bay	0	1	1	.14
Cumberland	2	4	6	.86
Essex	68	114	182	26.00
Glouscester	0	1	1	.14
Hudson	29	44	73	10.43
Hunterdon	0	2	2	.29
Mercer	1	8	9	1.29
Middlesex	2	14	16	2.29
Monmouth	7	18	25	4.00
Morris	11	30	41	5.86
Ocean	3	5	8	1.14
Passaic	48	87	91	13.43
Salem	0	1	1	.14
Somerset	1	5	6	.86
Sussex	4	4	8	1.14
Union	17	32	4	4.29
Warren	1	5	6	.86
Total	250	450	700	100.00

Admissions Office
Table II

FRESHMEN ADMISSION STATISTICS BY
MAJORS FOR SEPTEMBER 1959

Department	No. Of U.Q. Applicants Accepted Prior To March 2	Additional Applicants Taking The Examination On March 2	Total Applicants	Original Quota	Revised Quota	Additional Applicants Accepted On Basis of Test	Total Accepted	No. Paying $20 Advance Tuition Deposit	No. Actually Enrolling In September
Bus. Ed	26	122	139	40	60	53	79	72	69
English	42	133	175	50	70	55	97	81	66
Fine Arts	21	62	83	24	40	32	53	45	45
French	13	25	38	15	20	19	32	25	19
Home Ec.	12	45	57	36	36	41	53	43	42
Ind. Arts	4	96	100	40	40	54	58	52	50
Latin	6	14	20	10	15	12	18	12	11
Math	56	91	146	60	75	56	112	95	81
Music	5	45	50	20	25	30	35	34	30
Phys. Ed.	3	233	236	50	55	77	80	75	67
Science	33	77	109	50	60	58	91	71	65
Soc.Studies	40	192	232	60	90	95	135	108	96
Spanish	20	32	52	20	20	20	40	35	31
Speech	12	16	28	15	15	9	21	22	20
Uncomm.	3	21	24	10	6	15	18	11	8
Totals. . .	296	1205	1501	500	627	626	922	781	700

FRESHMEN ADMISSIONS CONTRIBUTING TO
MAJORS FOR FOUR YEARS 1956

Department	No. Of U.C. Applicants Accepted Prior To March 2	Additional Applicants Taking The Examination On March 2	Total Applicants	Original Freshmen Admits	Original Freshmen Denials	Additional Freshmen Accepted On Basis of Test	Total Accepted	No. Trying For Admission Prior To Deadline	No. Actually Enrolling In Freshmen
Bus. Ad	26	122	148	40	60	52	72	92	49
Engineering	42	133	175	58	75	45	97	83	66
Fine Arts	21	62	83	34	40	32	53	45	45
French	13	25	38	15	20	19	32	25	19
Home Ec.	12	45	57	34	36	41	53	41	42
Ind. Arts	4	96	100	48	48	34	58	52	50
Latin	6	14	20	10	12	12	24	12	12
Math	56	91	146	66	78	46	112	95	71
Music	5	45	50	24	26	30	35	24	30
Phys. Ed.	3	233	236	56	55	77	80	75	47
Science	33	74	107	50	60	58	91	72	65
Soc.Studies	40	192	232	60	90	95	135	108	96
Spanish	20	32	52	20	20	20	40	34	31
Speech	12	16	28	15	15	9	21	22	20
Undecl.	2	21	24	10	6	15	18	11	8
Totals. . .	296	1205	1501	500	627	429	922	701	760

Admissions Office
Table III

MAJORS RANKED ON BASIS OF CUTTING SCORE *

Major	Cutting Score	No. Females	No. Males	Total	No. Above Cutting Score	No. Below Cutting Score	No. Scoring Below 400	Rejected Speech	Rejected H.S.	Rejected Medical	No. Acpt.
English	575	108	25	133	57	76	4	6	2	5	55
Spanish	547	28	4	32	21	11	1	1	2	0	20
Math	539	53	38	91	66	25	2	8	9	2	56
Bus. Ed.	509	71	51	122	63	59	14	12	12	[illegible]	53
Fine Arts	509	47	15	62	35	27	6	3	10	1	32
French	509	23	2	25	21	4	1	1	0	1	19
Soc.Stds.	507	77	116	192	104	89	11	8	16	4	95
Uncomm.	502	9	12	21	15	6	2	0	0	0	15
Phys.Ed.	500	76	157	233	84	149	56	25	29	1	77
Science	499	31	46	77	59	18	3	2	3	0	58
Speech	488	15	1	16	15	1	0	5	0	1	10
Ind.Arts	418	0	96	96	64	32	23	10	17	2	54
Music	408	15	30	45	39	6	5	5	2	3	30
Latin	402	11	3	14	13	1	1	0	0	1	12
Home Ec.	400	45	0	45	44	1	1	1	2	0	41
Total. . .		609	596	1205	700	505	130	87	104	24	636

* Upper Quarter applicants accepted prior to March 2, 1959, not included.

* [illegible]

[illegible]

Admissions Office
Table IV

DISTRIBUTION OF FRESHMEN ADMITTED TO THE BUSINESS EDUCATION SPECIALIZATION
FOR SEPTEMBER 1959 ACCORDING TO TOTAL ADMISSIONS SCORE

Total Admissions Score	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
750-800	-	-	-	-	-	-
700-749	-	2	2	-	2.90	2.90
650-699	-	5	5	-	7.25	7.25
600-649	3	10	13	4.35	14.49	18.84
550-599	1	20	21	1.45	28.99	30.43
500-549	10	18	28	14.49	26.09	40.58
450-499	-	-	-	-	-	-
400-449	-	-	-	-	-	-
Total	14	55	69	20.29	79.72	100.00

DISTRIBUTION OF FRESHMEN ADMITTED TO THE BUSINESS EDUCATION SPECIALIZATION
FOR SEPTEMBER 1959 ACCORDING TO PERCENTILE RANK IN H. S.

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
90-99	1	18	19	1.45	26.09	27.54
80-89	1	20	21	1.45	28.99	30.43
70-79	5	10	15	7.25	14.49	21.74
60-69	2	5	7	2.90	7.25	10.14
50-59	3	1	4	4.35	1.45	5.80
40-49	2	1	3	2.90	1.45	4.35
30-39	-	-	-	-	-	-
20-29	-	-	-	-	-	-
10-19	-	-	-	-	-	-
0-9	-	-	-	-	-	-
Total	14	55	69	20.30	79.72	100.00

DISTRIBUTION OF BUSINESS ADMITTED TO THE MEDICAL SCHOOL BY SPECIALIZATION
FOR SEMESTERS 1959 ACCORDING TO TOTAL ADMISSIONS GROUPS

Total Admissions Score	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
750-800	-	-	-	-	-	-
700-749	-	2	2	-	2.90	2.90
650-699	-	5	5	-	7.25	7.25
600-649	3	10	13	4.35	14.49	18.84
550-599	7	20	27	10.14	29.00	39.13
500-549	17	18	35	24.63	26.09	50.72
450-499	-	-	-	-	-	-
400-449	-	-	-	-	-	-
Total	17	55	69	24.63	79.71	100.00

DISTRIBUTION OF BUSINESS ADMITTED TO THE BOTTOMS EDUCATION SPECIALIZATION
FOR SEMESTERS 1959 ACCORDING TO TOTAL EXAMS IN N. S.

N. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
90-99	1	18	19	1.45	26.09	27.54
80-89	1	20	21	1.45	29.00	30.43
70-79	5	10	15	7.25	14.49	21.74
60-69	2	5	7	2.90	7.25	10.14
50-59	3	1	4	4.35	1.45	5.80
40-49	2	1	3	2.90	1.45	4.35
30-39	-	-	-	-	-	-
20-29	-	-	-	-	-	-
10-19	-	-	-	-	-	-
0-9	-	-	-	-	-	-
Total	14	55	69	20.30	79.70	100.00

Admissions Office
Table IV (con't)

DISTRIBUTION OF FRESHMEN ADMITTED TO THE BUSINESS EDUCATION SPECIALIZATION
FOR SEPTEMBER 1959 ACCORDING TO QUARTILE RANK IN H. S.

H. S. Quartile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
75-99	5	46	51	7.25	66.67	73.91
50-74	7	8	15	10.14	11.59	21.74
25-49	2	1	3	2.90	1.45	4.35
0-24	-	-	-	-	-	-
Totals	14	55	69	20.29	79.71	100.00

Table IV (cont'd)

DISTRIBUTION OF STUDENTS AMONG THE 10 MAJOR ENGINEERING ORGANIZATION FOR SCHOLARSHIP LEVEL ACCORDING TO CURRICULUM MAJOR IN S. G.

G. S. Curriculum Major	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
TE-EE	5	14	19	7.47	64.07	19.91
ME-IE	7	8	15	10.14	22.22	21.14
CE-ME	2	1	3	2.99	1.45	4.35
O-CH	—	—	—	—	—	—
Totals	14	55	69	20.59	79.71	100.00

Admissions Office
Table V

DISTRIBUTION OF FRESHMEN ADMITTED TO ENGLISH SPECIALIZATION
FOR SEPTEMBER 1959 ACCORDING TO TOTAL ADMISSIONS SCORE

Total Admissions Score	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
750-800	-	-	-	-	-	-
700-749	1	4	5	1.56	6.25	7.81
650-699	2	13	15	3.13	20.31	23.44
600-649	4	23	27	6.25	35.94	42.18
550-599	2	11	13	3.13	17.19	20.31
500-549	1	3	4	1.56	4.68	6.25
450-499	-	-	-	-	-	-
400-449	-	-	-	-	-	-
Total	10	54	64*	15.63	84.37	99.99*

HIGH SCHOOL PERCENTILE RANK OF FRESHMEN ADMITTED FOR SEPTEMBER 1959
TO ENGLISH SPECIALIZATION - PERCENTAGES FOR DECILE GROUPINGS

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
90-99	1	26	27	1.54	40.00	41.54
80-89	4	22	26	6.15	33.85	40.00
70-79	2	6	8	3.08	9.23	12.31
60-69	2	1	3	3.08	1.54	4.62
50-59	1	-	1	1.54	-	1.54
40-49	-	-	-	-	-	-
30-39	-	-	-	-	-	-
20-29	-	-	-	-	-	-
10-19	-	-	-	-	-	-
0- 9	-	-	-	-	-	-
Total	10	55	65	15.39	84.62	100.01

*One applicant admitted on Upper Quarter basis did not take examination.

Distribution of Physicians Admitted to Medical Specialization
Per Department 1959 According to Total Admission Scores

Total Admission Score	No. Males Accepted	No. Females Accepted	Total Admitted	Percentage Males	Percentage Females	Percentage Total
750-799	-	-	-	-	-	-
700-749	1	4	5	1.55	4.25	1.81
650-699	2	13	15	3.13	34.21	23.44
600-649	4	23	27	6.25	37.71	42.19
550-599	2	11	13	3.13	17.39	20.31
500-549	1	3	4	1.56	4.00	6.25
450-499	-	-	-	-	-	-
400-449	-	-	-	-	-	-
Total	10	54	64	15.63	84.37	100.00%

Ruhr Medical Academy Dean of Students Admitted for Graduation 1959
to Medical Specialization - Percentages for Medical Department

M. D. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Admitted	Percentage Males	Percentage Females	Percentage Total
90-99	1	26	27	1.04	40.00	41.54
80-89	4	12	16	6.15	33.85	40.00
70-79	2	6	8	3.08	9.23	12.31
60-69	2	1	3	3.08	1.54	4.62
50-59	1	-	1	1.54	-	1.54
40-49	-	-	-	-	-	-
30-39	-	-	-	-	-	-
20-29	-	-	-	-	-	-
10-19	-	-	-	-	-	-
0- 9	-	-	-	-	-	-
Total	10	45	65	15.39	84.62	100.00

One applicant admitted on Upper Quartile basis did not take examination.

Admissions Office
Table V (con't)

DISTRIBUTION OF FRESHMEN ADMITTED TO ENGLISH SPECIALIZATION
FOR SEPTEMBER 1959 ACCORDING TO H. S. QUARTILE RANK

H. S. Quartile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
75-99	6	53	59	9.23	81.54	90.77
50-74	4	2	6	6.15	3.08	9.23
25-49	-	-	-	-	-	-
0-24	-	-	-	-	-	-
Total	10	55	65	15.38	84.62	100.00

DISTRIBUTION OF FRESHMEN ADMITTED TO BOULDER SPECIALIZATION
FOR NOVEMBER 1959 ACCORDING TO H. S. CLASSIFICATION RANK

H. S. Classification Rank	No. Matrices Accepted	No. Students Admitted	Total Admitted	Percentage Matrices	Percentage Students	Percentage Total
75-99	6	53	59	9.67	81.54	90.77
50-74	4	2	6	6.15	3.08	9.23
25-49	–	–	–	–	–	–
0-24	–	–	–	–	–	–
Total	10	55	65	15.38	84.62	100.00

Admissions Office
Table VI

DISTRIBUTION OF FRESHMEN ADMITTED TO FINE ARTS SPECIALIZATION
FOR SEPTEMBER 1959 ACCORDING TO TOTAL ADMISSIONS SCORE

Total Admissions Score	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
750-800	-	2	2	-	4.65	4.65
700-749	-	1	1	-	2.33	2.33
650-699	-	7	7	-	16.28	16.28
600-649	2	12	14	4.65	27.90	32.56
550-599	2	8	10	4.65	18.60	23.26
500-549	-	8	8	-	18.60	18.60
450-499	1	-	1	2.33	-	2.33
400-449	-	-	-	-	-	-
Total	5	38	43*	11.63	88.36	100.01

HIGH SCHOOL PERCENTILE RANK OF FRESHMEN ADMITTED FOR SEPTEMBER 1959
TO FINE ARTS SPECIALIZATION - PERCENTAGES FOR DECILE GROUPINGS

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
90-99	-	16	16	-	36.36	36.36
80-89	3	10	13	6.82	22.73	29.55
70-79	2	5	7	4.55	11.36	15.91
60-69	1	4	5	2.27	9.09	11.36
50-59	-	1	1	-	2.27	2.27
40-49	-	1	1	-	2.27	2.27
30-39	-	-	-	-	-	-
20-29	-	1	1	-	2.27	2.27
10-19	-	-	-	-	-	-
0-9	-	-	-	-	-	-
Total	6	38	44	13.64	86.35	99.99

*One applicant admitted on Upper Quarter basis did not take examination

Admissions Office
Table VI (con't)

DISTRIBUTION OF FRESHMEN ADMITTED TO THE FINE ARTS SPECIALIZATION
FOR SEPTEMBER 1959 ACCORDING TO QUARTILE RANK

Quartile Rank In High School	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
75-99	4	28	32	9.09	63.64	72.73
50-74	2	8	10	4.55	18.18	22.72
25-49	-	1	1	-	2.27	2.27
0-24	-	1	1	-	2.27	2.27
Totals	6	38	44	13.64	86.36	99.99

STATISTICAL DATA OF TRANSFERRED AMERICANS TO THE FIRST SIXTY AFRICAN-AMERICAN
FOR SEPTEMBER 1959 ACCORDING TO SEPARATE RANK

Cumulative Temp in Years Service	No. Officers Assigned	No. Years Accumulated	Total Accumulated	Percentage Equal	Percentage Cumulative	Percentage Equal
75-99	4	26	32	9.09	63.64	72.73
50-74	2	11	10	4.55	18.18	22.72
25-49	-	1	1	-	2.27	2.27
0-24	-	1	1	-	2.27	2.27
Totals	6	38	44	13.64	86.36	99.99

Admissions Office
Table VII

DISTRIBUTION OF FRESHMEN ADMITTED TO FRENCH SPECIALIZATION
FOR SEPTEMBER 1959 ACCORDING TO TOTAL ADMISSION SCORE

Total Admissions Score	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
750-800	-	-	-	-	-	-
700-749	-	1	1	-	5.56	5.56
650-699	1	4	5	5.56	22.22	27.78
600-649	-	8	8	-	44.44	44.44
550-599	-	2	2	-	11.11	11.11
500-549	-	2	2	-	11.11	11.11
450-499	-	-	-	-	-	-
400-449	-	-	-	-	-	-
Total	1	17	18	5.56	94.44	100.00

HIGH SCHOOL PERCENTILE RANK OF FRESHMEN ADMITTED FOR SEPTEMBER 1959
TO FRENCH SPECIALIZATION - PERCENTAGES FOR DECILE GROUPINGS

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
90-99	1	10	11	5.56	55.56	61.11
80-89	-	4	4	-	22.22	22.22
70-79	-	1	1	-	5.56	5.56
60-69	-	1	1	-	5.56	5.56
50-59	-	-	-	-	-	-
40-49	-	-	-	-	-	-
30-39	-	-	-	-	-	-
20-29	-	-	-	-	-	-
10-19	-	1	1	-	5.56	5.56
0- 9	-	-	-	-	-	-
Total	1	17	18	5.56	94.44	100.01

DISTRIBUTION OF PROBATION APPLICANTS BY WORKER SPECIALIZATION
THE SEPTEMBER 1959 APPROACHED TO TOTAL ADMISSION BASIS

Total Admissions Income	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
750-800	-	-	-	-	-	-
700-749	-	1	1	-	5.56	5.56
650-699	1	4	5	5.56	22.22	27.78
600-649	-	8	8	-	44.44	44.44
550-599	-	2	2	-	11.11	11.11
500-549	-	2	2	-	11.11	11.11
450-499	-	-	-	-	22.22	22.22
400-449	-	-	-	-	-	-
Total	1	17	18	5.56	94.44	100.00

WITH SCHOOL PROBABILITY RATE OF PROCESSES ADMITTED THE SEPTEMBER 1959
BY PROBABLE SPECIALIZATION - PROCEDURALIST OF CASES COMPLETED

% of Probability Rate	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
90-99	1	10	11	5.56	55.56	61.11
80-89	-	4	4	-	22.22	22.22
70-79	-	2	2	-	5.56	5.56
60-69	-	1	1	-	5.56	5.56
50-59	-	-	-	-	-	-
40-49	-	-	-	-	-	-
30-39	-	-	-	-	-	-
20-29	-	-	-	-	-	-
11-19	-	-	-	-	-	-
0- 9	-	4	4	-	5.56	5.56
Total	1	17	18	5.56	94.44	100.00

Admissions Office
Table VII (con't)

HIGH SCHOOL PERCENTILE RANK OF FRESHMEN ADMITTED FOR SEPTEMBER 1959
TO FRENCH SPECIALIZATION - PERCENTAGES FOR QUARTILE GROUPS

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
75-99	1	15	16	5.56	83.33	88.89
50-74	-	1	1	-	5.56	5.56
25-49	-	-	-	-	-	-
0-24	-	1	1	-	5.56	5.56
Total	1	17	18	5.56	94.44	100.01

Admissions Office
Table VIII

DISTRIBUTION OF FRESHMEN ADMITTED TO THE HOME ECONOMICS SPECIALIZATION FOR SEPTEMBER 1959 ACCORDING TO THE TOTAL ADMISSIONS SCORE

Total Admissions Score	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
750-800	-	-	-	-	-	-
700-749	-	1	1	-	2.38	2.38
650-699	-	6	6	-	14.29	14.29
600-649	-	2	2	-	4.76	4.76
550-599	-	5	5	-	11.90	11.90
500-549	-	6	6	-	14.29	14.29
450-499	-	19	19	-	45.24	45.24
400-449	-	3	3	-	7.14	7.14
Total	0	42	42	0	100.00	100.00

HIGH SCHOOL PERCENTILE RANK OF FRESHMEN ADMITTED FOR SEPTEMBER 1959 TO HOME ECONOMICS SPECIALIZATION - PERCENTAGES, DECILES GROUPS

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
90-99	-	8	8	-	19.05	19.05
80-89	-	4	4	-	9.52	9.52
70-79	-	5	5	-	11.90	11.90
60-69	-	9	9	-	21.43	21.43
50-59	-	10	10	-	23.81	23.81
40-49	-	2	2	-	4.76	4.76
30-39	-	2	2	-	4.76	4.76
20-29	-	2	2	-	4.76	4.76
10-19	-	-	-	-	-	-
0- 9	-	-	-	-	-	-
Total	0	42	42	0	100.00	100.00

DISTRIBUTION OF TEACHERS ADMITTED TO THE HIGH SCHOOL SPECIALIZATION
THE SEPTEMBER 1955 ACCORDING TO THE TOTAL ADMISSION SCORE

Total Admission Score	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
750-799	–	–	–	–	–	–
700-749	–	1	1	–	8.33	7.69
650-699	–	6	6	–	14.29	11.54
600-649	–	2	2	–	4.76	3.85
550-599	–	5	5	–	11.90	9.62
500-549	–	6	6	–	14.29	11.54
450-499	–	19	19	–	45.24	36.54
400-449	–	3	3	–	7.14	5.77
Total	0	42	42	0	100.00	100.00

HIGH SCHOOL PENSIONNAT BANK OF 1955-1956 ADMITTED FOR TEACHERS 1956
TO WORK BUCHAREST SPECIALIZATION - SECONDARY, MEDICAL GROUP

M. S. Percentile Bank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Total
90-99	–	8	8	–	19.05
80-89	–	4	4	–	9.52
70-79	–	5	5	–	11.90
60-69	–	9	9	–	21.43
50-59	–	10	10	–	23.81
40-49	–	2	2	–	4.76
30-39	–	2	2	–	4.76
20-29	–	2	2	–	4.76
10-19	–	–	–	–	–
0- 9	–	–	–	–	–
Total	0	42	42	0	100.00

Admissions Office
Table VIII (con't)

DISTRIBUTION OF FRESHMEN ADMITTED TO HOME ECONOMICS SPECIALIZATION
FOR SEPTEMBER 1959 ACCORDING TO HIGH SCHOOL QUARTILE RANK

H. S. Quartile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
75-99	-	14	14	-	33.33	33.33
50-74	-	22	22	-	52.38	52.38
25-49	-	6	6	-	14.29	14.29
0-24	-	-	-	-	-	-
Total	-	42	42	-	100.00	100.00

TABLE XXIII (concl.)

Age	Number of Students	Number Who Had Had Vocational Guidance	Percent	Number Who Had Had Vocational Training	Percent	Number Who Had Had Both	Percent	Number Who Had Had Neither	Percent
6-17	1,002	-	-	24	2.4	-	-	1,000	100.0
(4-5)	-	-	-	-	-	-	-	-	-
18-20	-	-	-	8	-	-	-	8	11.1
21-24	-	-	-	23	-	-	-	23	32.4
25-27	-	-	-	17	-	-	-	17	23.9
28-30	-	-	-	-	-	-	-	-	-
Total	1,002	-	-	72	7.2	-	-	930	92.8

Table XXIII (concl.) shows that 92.8 percent of students who had had neither vocational training nor vocational guidance were in the age group 6-17 years.

Admissions Office
Table IX

DISTRIBUTION OF FRESHMEN ADMITTED TO THE INDUSTRIAL ARTS SPECIALIZATION
FOR SEPTEMBER 1959 ACCORDING TO TOTAL ADMISSIONS SCORE

Total Admissions Score	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
750-800	-	-	-	-	-	-
700-749	-	-	-	-	-	-
650-699	-	-	-	-	-	-
600-649	1	-	1	1.92	-	1.92
550-599	3	-	3	5.77	-	5.77
500-549	18	-	18	34.62	-	34.62
450-499	22	-	22	42.31	-	42.31
400-449	8	-	8	15.38	-	15.38
Total	52	0	52	100.00	0	100.00

DISTRIBUTION OF FRESHMEN ADMITTED TO THE INDUSTRIAL ARTS SPECIALIZATION
FOR SEPTEMBER 1959 ACCORDING TO H. S. PERCENTILE RANK

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
90-99	2	-	2	3.85	-	3.85
80-89	2	-	2	3.85	-	3.85
70-79	5	-	5	9.62	-	9.62
60-69	10	-	10	19.23	-	19.23
50-59	12	-	12	23.08	-	23.08
40-49	8	-	8	15.38	-	15.38
30-39	5	-	5	9.62	-	9.62
20-29	2	-	2	3.85	-	3.85
10-19	5	-	5	9.62	-	9.62
0- 9	1	-	1	1.92	-	1.92
Total	52	0	52	100.02	0	100.02

DISTRIBUTION OF PROGRESS ADDITED TO THE INDUSTRIAL ARTS SPECIALIZATION
FOR SEMESTERS 1959 ACCORDING TO TOTAL ADMISSIONS SCORE

Total Admissions Score	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
750-800	-	-	-	-	-	-
700-749	-	-	-	-	-	-
650-699	-	-	-	-	-	-
600-649	1	-	1	1.92	-	1.92
550-599	3	-	3	5.77	-	5.77
500-549	18	-	18	34.62	-	34.62
450-499	22	-	22	42.32	-	42.32
400-449	8	-	8	15.38	-	15.38
Total	52	0	52	100.00	0	100.00

DISTRIBUTION OF PROGRESS ADDITED TO THE INDUSTRIAL ARTS SPECIALIZATION
FOR SEMESTERS 1959 ACCORDING TO H. S. PROFICIENCY TEST

H. S. Proficiency Scores	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
90-99	2	-	2	3.85	-	3.85
80-89	2	-	2	3.85	-	3.85
70-79	5	-	5	9.62	-	9.62
60-69	10	-	10	19.23	-	19.23
50-59	12	-	12	23.08	-	23.08
40-49	8	-	8	15.38	-	15.38
30-39	5	-	5	9.62	-	9.62
20-29	2	-	2	3.85	-	3.85
10-19	5	-	5	9.62	-	9.62
0- 9	1	-	1	1.92	-	1.92
Total	52	0	52	100.00	0	100.00

Admissions Office
Table IX (Con't)

DISTRIBUTION OF FRESHMEN ADMITTED TO THE INDUSTRIAL ARTS SPECIALIZATION
FOR SEPTEMBER 1959 ACCORDING TO QUARTILE RANK IN HIGH SCHOOL

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
75-99	6	-	6	11.54	-	11.54
50-74	25	-	25	48.08	-	48.08
25-49	15	-	15	28.85	-	28.85
0-24	6	-	6	11.54	-	11.54
Total	52	0	52	100.01	-	100.01

Admissions Office
Table X

DISTRIBUTION OF FRESHMEN ADMITTED TO THE LATIN SPECIALIZATION
FOR SEPTEMBER, 1959, ACCORDING TO TOTAL ADMISSIONS SCORE

Total Admissions Score	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
750-800	-	1	1	-	8.33	8.33
700-749	-	-	-	-	-	-
650-699	-	2	2	-	16.67	16.67
600-649	-	3	3	-	25.00	25.00
550-599	-	5	5	-	41.67	41.67
500-549	-	-	-	-	-	-
450-499	-	-	-	-	-	-
400-449	-	1	1	-	8.33	8.33
Total	0	12	12	0	100.00	100.00

DISTRIBUTION OF FRESHMEN ADMITTED TO THE LATIN SPECIALIZATION
FOR SEPTEMBER 1959 ACCORDING TO PERCENTILE RANK IN H. S.

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
90-99	-	5	5	-	41.67	41.67
80-89	-	3	3	-	25.00	25.00
70-79	-	2	2	-	16.67	16.67
60-69	-	-	-	-	-	-
50-59	-	2	2	-	16.67	16.67
40-49	-	-	-	-	-	-
30-39	-	-	-	-	-	-
20-29	-	-	-	-	-	-
10-19	-	-	-	-	-	-
0- 9	-	-	-	-	-	-
Total	0	12	12	0	100.01	100.01

DISTRIBUTION OF PRISONERS ADMITTED TO THE LATIN MUNICIPALITIES
FOR DECEMBER, 1929, ACCORDING TO TOTAL ADMISSIONS BODIES

Total adjudicate Score	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
750-800	–	1	1	–	8.33	8.33
700-749	–	–	–	–	–	–
650-699	–	2	2	–	16.67	16.67
600-649	–	3	3	–	25.00	25.00
550-599	–	2	2	–	16.67	16.67
500-549	–	–	–	–	–	–
450-499	–	–	–	–	–	–
400-449	–	1	1	–	8.33	8.33
Total	0	12	12	0	100.00	100.00

DISTRIBUTION OF PRISONERS ADMITTED IN THE LATIN MUNICIPALITIES
FOR DECEMBER 1929 ACCORDING TO CONDITIONAL PAGE IV, B.

A. B. Percentile Score	No. Males Admitted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
90-99	–	5	5	–	41.67	41.67
80-89	–	3	3	–	25.00	25.00
70-79	–	2	2	–	16.67	16.67
60-69	–	–	–	–	–	–
50-59	–	2	2	–	16.67	16.67
40-49	–	–	–	–	–	–
30-39	–	–	–	–	–	–
20-29	–	–	–	–	–	–
10-19	–	–	–	–	–	–
0- 9	–	–	–	–	–	–
Total	0	12	12	0	100.00	100.00

Admissions Office
Table X (Con't)

DISTRIBUTION OF FRESHMEN ADMITTED TO THE LATIN SPECIALIZATION
ACCORDING TO QUARTILE RANK IN HIGH SCHOOL

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
75-99	-	10	10	-	83.33	83.33
50-74	-	2	2	-	16.67	16.67
25-49	-	-	-	-	-	-
0-24	-	-	-	-	-	-
Total	0	12	12	-	-	100.00

DISTRIBUTION OF MATERNAL ADDICTION TO THE LATE SEXUALIZATION ADDICTION TO CHEMICAL BAIN IN HIGH SCHOOL

4. 5. Presenting Date	10. Social Isolated	20. Physical Accepted	Total Accepted	Percentage Valid	Percentage Cumulative	Percentage Total
75-99	-	10	10	-	83.33	83.33
50-74	-	2	2	-	16.67	16.67
25-49	-	-	-	-	-	-
0-24	-	-	-	-	-	-
Total	0	12	12	-	-	100.00

Admissions Office
Table XI

DISTRIBUTION OF FRESHMEN ADMITTED TO ALL LANGUAGES
FOR SEPTEMBER 1959 ACCORDING TO TOTAL ADMISSIONS SCORES

Total Admissions Score	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
750-800	-	1	1	-	1.67	1.67
700-749	2	3	5	3.33	5.00	8.33
650-699	2	13	15	3.33	21.67	25.00
600-649	1	19	20	1.67	31.67	33.33
550-599	-	12	12	-	20.00	20.00
500-549	-	4	4	-	6.67	6.67
450-499	1	1	2	1.67	1.67	3.33
400-449	-	1	1	-	1.67	1.67
Total	6	54	60	10.00	90.02	100.02

DISTRIBUTION OF FRESHMEN ADMITTED TO ALL LANGUAGES
FOR SEPTEMBER 1959 ACCORDING TO PERCENTILE RANK IN H. S.

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
90-99	3	26	29	5.00	43.33	48.33
80-89	2	12	14	3.33	20.00	23.33
70-79	1	9	10	1.67	15.00	16.67
60-69	-	3	3	-	5.00	5.00
50-59	-	2	2	-	3.33	3.33
40-49	-	1	1	-	1.67	1.67
30-39	-	-	-	-	-	-
20-29	-	-	-	-	-	-
10-19	-	1	1	-	1.67	1.67
0- 9	-	-	-	-	-	-
Total	6	54	60	10.00	90.00	100.00

DISTRIBUTION OF FRESHMEN ADMITTED TO ALL LANGUAGES FOR SEPTEMBER 1959 ACCORDING TO TOTAL ADMISSIONS SCORES

Total Admissions Score	No. Males Accepted	No. Females Accepted	Total Admitted	Percentage Males	Percentage Females	Percentage Total
750-800	-	1	1	-	1.67	1.67
700-749	2	3	5	3.33	1.00	1.33
650-699	2	13	15	3.33	21.67	25.00
600-649	1	19	20	1.67	31.67	33.33
550-599	-	12	12	-	20.00	20.00
500-549	-	4	4	-	6.67	6.67
450-499	1	1	2	1.67	1.67	3.33
400-449	-	1	1	-	1.67	1.67
Total	6	54	60	10.00	90.00	100.00

DISTRIBUTION OF FRESHMEN ADMITTED TO ALL LANGUAGES FOR SEPTEMBER 1959 ACCORDING TO CALIFORNIA SAT IN V. S.

H. S. Percentile Score	No. Males Accepted	No. Females Accepted	Total Admitted	Percentage Males	Percentage Females	Percentage Total
90-99	3	24	24	5.00	40.00	45.00
80-89	2	12	14	3.33	20.00	23.33
70-79	1	9	10	1.67	15.00	16.67
60-69	-	3	3	-	5.00	5.00
50-59	-	2	2	-	3.33	3.33
40-49	-	1	1	-	1.67	1.67
30-39	-	-	-	-	-	-
20-29	-	-	-	-	-	-
10-19	-	1	1	-	1.67	1.67
0- 9	-	-	-	-	-	-
Total	6	54	60	10.00	90.00	100.00

Admissions Office
Table XI (Con't)

DISTRIBUTION OF FRESHMEN ADMITTED TO ALL LANGUAGES
FOR SEPTEMBER 1959 ACCORDING TO QUARTILE RANK IN HIGH SCHOOL

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
75-99	6	44	50	10.00	73.33	83.33
50-74	-	8	8	-	13.33	13.33
25-49	-	1	1	-	1.67	1.67
0-24	-	1	1	-	1.67	1.67
Total	6	54	60	10.00	90.00	100.00

DISTRIBUTION OF INCOMES ADDITED TO ALL INCOMES
FOR SUCCESSIVE 1959 ACCORDING TO CURRENT RATE OF DRAW SCHOOL

Ra. % Percentile Rank	Im. Ratios Accepted	Im. Ratios Accepted	Total Accepted	Percentage in Ratios	Percentage Income	Percentage Total
75-99	6	44	50	10.00	73.33	43.33
50-74	-	4	4	-	23.33	23.33
25-49	-	1	1	-	1.67	1.67
0-24	-	1	1	-	1.67	1.67
Total	6	54	60	10.00	90.00	100.00

Admissions Office
Table XII

DISTRIBUTION OF FRESHMEN ADMITTED TO THE MATHEMATICS SPECIALIZATION FOR SEPTEMBER 1959 ACCORDING TO TOTAL ADMISSIONS SCORE

Total Admissions Score	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
750-800	-	1	1	-	1.25	1.25
700-749	2	8	10	2.50	10.00	12.50
650-699	2	17	19	2.50	21.25	23.75
600-649	12	16	28	15.00	20.00	35.00
550-599	9	5	14	11.25	6.25	17.50
500-549	2	6	8	2.50	7.50	10.00
450-499	-	-	-	-	-	-
400-449	-	-	-	-	-	-
Total	27	53	80*	33.75	66.25	100.00

DISTRIBUTION OF FRESHMEN ADMITTED TO THE MATHEMATICS SPECIALIZATION FOR SEPTEMBER 1959 ACCORDING TO PERCENTILE RANK IN H. S.

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
90-99	3	32	35	3.70	39.51	43.21
80-89	12	17	29	14.81	20.99	35.80
70-79	8	2	10	9.88	2.47	12.34
60-69	2	-	2	2.47	-	2.47
50-59	2	1	3	2.47	1.23	3.70
40-49	1	-	1	1.23	-	1.23
30-39	-	-	-	-	-	-
20-29	-	1	1	-	1.23	1.23
10-19	-	-	-	-	-	-
0- 9	-	-	-	-	-	-
Total	28	53	81	34.57	65.43	99.98

*One applicant was accepted in Upper Quarter without examination.

Admissions Office
Table XII (Con't)

DISTRIBUTION OF FRESHMEN ADMITTED TO THE MATHEMATICS SPECIALIZATION
ACCORDING TO QUARTILE RANK IN HIGH SCHOOL
FOR SEPTEMBER 1959

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
75-99	19	49	68	23.48	60.49	83.95
50-74	8	3	11	9.88	3.70	13.58
25-49	1	1	2	1.23	1.23	2.47
0-24	-	-	-	-	-	-
Total	28	53	81	34.57	65.43	100.00

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
C-3W	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
S2-VA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
2W-2	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
X2-S2	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[illegible]

Admissions Office
Table XIII

DISTRIBUTION OF FRESHMEN ADMITTED TO THE MUSIC SPECIALIZATION
FOR SEPTEMBER 1959 ACCORDING TO THE TOTAL ADMISSIONS SCORE

Total Admissions Score	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
750-800	-	-	-	-	-	-
700-749	-	2	2	-	6.67	6.67
650-699	1	-	1	3.33	-	3.33
600-649	-	2	2	-	6.67	6.67
550-599	4	3	7	13.33	10.00	23.33
500-549	7	2	9	23.33	6.67	30.00
450-499	3	3	6	10.00	10.00	20.00
400-449	3	-	3	10.00	-	10.00
Total	18	12	30	59.99	40.01	100.00

DISTRIBUTION OF FRESHMEN ADMITTED TO THE MUSIC SPECIALIZATION
FOR SEPTEMBER 1959 ACCORDING TO PERCENTILE RANK IN H. S.

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
90-99	-	2	2	-	6.67	6.67
80-89	1	5	6	3.33	16.67	20.00
70-79	5	1	6	16.67	3.33	20.00
60-69	3	2	5	10.00	6.67	16.67
50-59	5	-	5	16.67	-	16.67
40-49	1	-	1	3.33	-	3.33
30-39	1	2	3	3.33	6.67	10.00
20-29	1	-	1	3.33	-	3.33
10-19	-	-	-	-	-	-
0- 9	1	-	1	3.33	-	3.33
Total	18	12	30	59.99	40.01	100.00

Subdivisions Office
Table XXIX

DISTRIBUTION OF PROBLEMS ASSIGNED TO THE WORK SPECIALIZATION
NON-SUPERVISORS 1959 ACCORDING TO THEIR TOTAL ADMINISTRATIVE GRADES

Total Administrative Grade	No. Problems Assigned	No. Employees Assigned	Total Assigned	Average Value	Percentage Number	Percentage Total
30-39	-	-	-	-	-	-
40-49	1	2	2	-	0.97	0.97
50-59	2	1	1	3.39	-	3.39
60-69	1	2	2	-	6.47	6.47
70-79	3	3	1	12.11	19.42	31.53
80-89	2	2	2	23.23	6.47	36.69
90-99	3	3	3	19.00	17.00	37.00
100-109	3	1	1	16.33	-	16.33
Total	12	12	12	34.37	100.00	100.00

DISTRIBUTION OF PROBLEMS ASSIGNED BY THE WORK SPECIALIZATION
NON-SUPERVISORS 1959 ACCORDING TO PROFESSIONAL GRADE IN U. S.

U. S. Professional Grade	No. Problems Assigned	No. Employees Assigned	Total Assigned	Average Value	Percentage Number	Percentage Total
5-10	1	-	-	-	0.97	0.97
20-29	1	2	2	3.39	19.42	22.81
30-39	4	5	5	12.67	3.39	16.06
40-49	2	2	2	24.00	6.47	30.47
50-59	1	2	2	24.67	-	24.67
60-69	2	1	1	9.33	-	9.33
70-79	1	2	2	3.85	6.47	10.32
80-89	1	1	1	8.33	-	8.33
90-99	1	-	-	-	-	-
100-109	-	-	-	-	-	-
110-119	1	1	1	5.33	-	5.33
Total	12	12	12	34.37	100.00	100.00

Admissions Office
Table XIII (Con't)

DISTRIBUTION OF FRESHMEN ADMITTED TO THE MUSIC SPECIALIZATION
FOR SEPTEMBER 1959 ACCORDING TO QUARTILE RANK IN HIGH SCHOOL

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
75-99	2	8	10	6.67	26.67	33.33
50-74	12	2	14	40.00	6.67	46.67
25-49	2	2	4	6.67	6.67	13.33
0-24	2	-	2	6.67	-	6.67
Total	18	12	30	60.01	40.01	100.00

DISTRIBUTION OF PERSONNEL ACCORDING TO THE WORK SPECIALIZATION
FOR SEPTEMBER 1959 ACCORDING TO QUARTILE RANK IN HIGH SCHOOL

H. S. Percentile Rank	Im. Males Accepted	Wn. Females Accepted	Total Accepted	Re-centage Males	Percentage Females	Percentage Total
75-99	2	8	10	6.67	26.67	33.33
50-74	12	2	14	40.00	6.67	46.67
25-49	2	2	4	6.67	6.67	13.33
0-24	2	-	2	6.67	-	6.67
Total	18	12	30	60.00	40.00	100.00

Admissions Office
Table XIV

DISTRIBUTION OF FRESHMEN ADMITTED TO THE PHYSICAL EDUCATION SPECIALIZATION
FOR SEPTEMBER 1959 ACCORDING TO TOTAL ADMISSIONS SCORE

Total Admissions Score	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
750-800	-	-	-	-	-	-
700-749	-	-	-	-	-	-
650-699	-	4	4	-	5.97	5.97
600-649	3	4	7	4.48	5.97	10.45
550-599	12	9	21	17.91	13.43	31.34
500-549	19	16	35	28.36	23.88	52.24
450-499	-	-	-	-	-	-
400-449	-	-	-	-	-	-
Total	34	33	67	50.75	49.25	100.00

DISTRIBUTION OF FRESHMEN ADMITTED TO THE PHYSICAL EDUCATION SPECIALIZATION
FOR SEPTEMBER 1959 ACCORDING TO PERCENTILE RANK IN H. S.

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
90-99	-	5	5	-	7.46	7.46
80-89	6	9	15	8.96	13.43	22.39
70-79	8	10	18	11.94	14.93	26.87
60-69	6	3	9	8.96	4.48	13.43
50-59	6	3	9	8.96	4.48	13.43
40-49	4	1	5	5.97	1.45	7.46
30-39	2	2	4	2.99	2.99	5.97
20-29	1	-	1	1.49	-	1.49
10-19	1	-	1	1.49	-	1.49
0- 9	-	-	-	-	-	-
Total	34	33	67	50.75	49.22	99.99

DISTRIBUTION OF PROCEEDS ALLOTTED TO THE PHYSICAL EDUCATION SPECIALIZATION
FOR SEPTEMBER 1959 ADDITIONS TO TOTAL ADMISSIONS SCORE

Total Admissions Score	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
750-800	-	-	-	-	-	-
700-749	-	-	-	-	-	-
650-699	-	4	4	-	5.97	5.97
600-649	3	4	7	4.48	5.97	10.45
550-599	12	9	21	17.91	13.43	31.34
500-549	19	16	35	28.36	23.88	52.24
450-499	-	-	-	-	-	-
400-449	-	-	-	-	-	-
Total	34	33	67	50.75	49.25	100.00

DISTRIBUTION OF PROCEEDS ALLOTTED TO THE PHYSICAL EDUCATION SPECIALIZATION
FOR SEPTEMBER 1959 ADDITIONS TO PERSONALITY RANK IN H. S.

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
90-99	-	5	5	-	7.46	7.46
80-89	6	9	15	8.96	13.43	22.39
70-79	8	10	18	11.94	14.93	26.87
60-69	6	3	9	8.96	4.48	13.43
50-59	6	3	9	8.96	4.48	13.43
40-49	4	1	5	5.97	1.49	7.46
30-39	2	4	6	2.99	2.99	5.97
20-29	1	-	1	1.49	-	1.49
10-19	1	-	1	1.49	-	1.49
0- 9	-	-	-	-	-	-
Total	34	33	67	50.75	49.25	99.99

Admissions Office
Table XIV (Con't)

DISTRIBUTION OF FRESHMEN ADMITTED TO THE PHYSICAL EDUCATION SPECIALIZATION
FOR SEPTEMBER 1959 ACCORDING TO QUARTILE RANK IN HIGH SCHOOL

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
75-99	12	19	31	17.91	28.36	46.27
50-74	14	10	24	20.90	14.93	35.82
25-49	6	4	10	8.96	5.97	14.93
0-24	2	-	2	2.99	-	2.99
Total	34	33	67	50.76	49.26	100.01

DISTRIBUTION OF PERSONNEL ASSIGNED TO TYPE MEDICAL SPECIALIZED OPERATIONAL
FOR CONSIDERING LEPO ACCORDING TO QUANTITA USE IN FIRST QUARTER

E. S. Assignable Rank	No. Medical Assigned	No. Medical Accepted	Total Accepted	Percentage Below	Percentage Average	Percentage Total
71-99	12	17	31	37.37	29.36	66.27
50-74	14	10	24	20.90	14.93	35.82
27-49	6	4	10	8.96	5.97	14.93
0-26	2	-	2	2.99	-	2.99
Total	34	31	67	50.15	49.25	100.00

Admissions Office
Table XV

DISTRIBUTION OF FRESHMEN ADMITTED TO THE SCIENCE SPECIALIZATION
FOR SEPTEMBER 1959 ACCORDING TO TOTAL ADMISSIONS SCORE

Total Admissions Score	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
750-800	-	-	-	-	-	-
700-749	-	2	2	-	3.23	3.23
650-699	6	5	11	9.68	8.06	17.74
600-649	6	7	13	9.68	11.29	20.97
550-599	7	6	13	11.29	9.68	20.97
500-549	17	5	22	27.42	8.06	35.48
450-499	1	-	1	1.61	-	1.61
400-449	-	-	-	-	-	-
Total	37	25	62*	59.69	40.32	100.00

DISTRIBUTION OF FRESHMEN ADMITTED TO THE SCIENCE SPECIALIZATION
FOR SEPTEMBER 1959 ACCORDING TO PERCENTILE RANK IN H. S.

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
90-99	1	8	9	1.59	12.70	14.29
80-89	14	11	25	22.22	17.46	39.68
70-79	7	1	8	11.11	1.59	12.70
60-69	10	5	15	15.87	7.94	23.81
50-59	1	-	1	1.59	-	1.59
40-49	4	-	4	6.35	-	6.35
30-39	1	-	1	1.59	-	1.59
20-29	-	-	-	-	-	-
10-19	-	-	-	-	-	-
0- 9	-	-	-	-	-	-
Total	38	25	63	60.32	39.69	100.01

*One applicant was accepted in Upper Quarter without an examination.

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Admissions Office
Table XV (Con't)

DISTRIBUTION OF FRESHMEN ADMITTED TO THE SCIENCE SPECIALIZATION
FOR SEPTEMBER 1959 ACCORDING TO QUARTILE RANK IN HIGH SCHOOL

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
75-99	19	19	38	30.16	30.16	60.32
50-74	14	6	20	22.22	9.52	31.75
25-49	5	-	5	7.94	-	7.94
0-24	-	-	-	-	-	-
Total	38	25	63	60.32	39.68	100.01

Table 3A
Classification Data

Admissions Office
Table XVI

DISTRIBUTION OF FRESHMEN ADMITTED TO THE SOCIAL STUDIES SPECIALIZATION
FOR SEPTEMBER 1959 ACCORDING TO TOTAL ADMISSIONS SCORE

Total Admissions Score	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
750-800	-	-	-	-	-	-
700-749	-	4	4	-	4.12	4.12
650-699	2	5	7	2.06	5.15	7.22
600-649	10	14	24	10.31	14.43	24.72
550-599	11	18	29	11.34	18.56	29.90
500-549	19	13	32	19.59	13.40	32.99
450-499	-	1	1	-	1.03	1.03
400-449	-	-	-	-	-	-
Total	42	55	97	43.30	56.69	99.98

DISTRIBUTION OF FRESHMEN ADMITTED TO THE SOCIAL STUDIES SPECIALIZATION
FOR SEPTEMBER 1959 ACCORDING TO PERCENTILE RANK IN H. S.

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
90-99	3	17	20	3.09	17.53	20.62
80-89	7	20	27	7.22	20.62	27.84
70-79	10	11	21	10.31	11.34	21.65
60-69	9	2	11	9.28	2.06	11.34
50-59	4	3	7	4.12	3.09	7.22
40-49	5	1	6	5.15	1.03	6.19
30-39	-	1	1	-	1.03	1.03
20-29	4	-	4	4.12	-	4.12
10-19	-	-	-	-	-	-
0- 9	-	-	-	-	-	-
Total	42	55	97	43.29	56.70	100.01

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Admissions Office
Table XVI (Con't)

DISTRIBUTION OF FRESHMEN ADMITTED TO THE SOCIAL STUDIES SPECIALIZATION
FOR SEPTEMBER 1959 ACCORDING TO QUARTILE RANK IN HIGH SCHOOL

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
75-99	11	45	56	11.34	4639	57.73
50-74	22	8	30	22.68	8.25	30.93
25-49	8	2	10	8.25	2.06	10.31
0-24	1	-	1	1.03	-	1.03
Total	42	55	97	43.30	56.70	100.00

Educational Outlook
Table XVI (cont'd)

DISTRIBUTION OF TEACHERS ADDED TO THE SOCIAL STUDIES CURRICULUM
FOR SEPTEMBER 1959 ACCORDING TO CONCEPTS RANK IN PRIOR SURVEY

D. S. Percentile Rank	No. Males Added	No. Females Added	Total Added	Percentage Males	Percentage Females	Percentage Total
75-99	11	45	56	12.34	45.59	27.72
50-74	22	8	30	24.69	8.25	30.93
25-49	6	2	10	6.25	2.06	10.32
0-24	1	-	1	1.03	-	1.03
Total	42	55	97	43.30	56.70	100.00

Admissions Office
Table XVII

DISTRIBUTION OF FRESHMEN ADMITTED TO SPANISH SPECIALIZATION
FOR SEPTEMBER 1959 ACCORDING TO TOTAL ADMISSIONS SCORE

Total Admissions Score	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
750-800	-	-	-	-	-	-
700-749	2	2	4	6.67	6.67	13.33
650-699	1	7	8	3.33	23.33	26.67
600-649	1	8	9	3.33	26.67	30.00
550-599	-	5	5	-	16.67	16.67
500-549	-	2	2	-	6.67	6.67
450-499	1	1	2	3.33	3:33	6.67
400-449	-	-	-	-	-	-
Total	5	25	30	16.66	83.34	100.01

DISTRIBUTION OF FRESHMEN ADMITTED TO SPANISH SPECIALIZATION
FOR SEPTEMBER 1959 ACCORDING TO H. S. PERCENTILE RANK

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
90-99	2	11	13	6.67	36.67	43.33
80-89	2	5	7	6.67	16.67	23.33
70-79	1	6	7	3.33	20.00	23.33
60-69	-	2	2	-	6.67	6.67
50-59	-	-	-	-	-	-
40-49	-	1	1	-	3.33	3.33
30-39	-	-	-	-	-	-
20-29	-	-	-	-	-	-
10-19	-	-	-	-	-	-
0- 9	-	-	-	-	-	-
Total	5	25	30	16.67	83.34	99.99

Admissions Office
Table XVII (Con't)

DISTRIBUTION OF FRESHMEN ADMITTED TO THE SPANISH CURRICULUM
FOR SEPTEMBER 1959 ACCORDING TO QUARTILE RANK IN H. S.

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
75-99	5	19	24	16.67	63.33	80.00
50-74	-	5	5	-	16.67	16.67
25-49	-	1	1	-	3.33	3.33
0-24	-	-	-	-	-	-
Total	5	25	30	16.67	83.33	100.00

Laboratory Office
Table XVII (Cont'd)

DISTRIBUTION OF TEACHERS ANSWERED BY YES TO THE FOLLOWING QUESTIONS
FOR SEPTEMBER 1957 ACCORDING TO COUNTYWIDE RANK IN N. Y.

15. S. Procedure Rank	14a. Yes Accepted	14b. Yes Declined	Total Accepted	Percentage of Total	Percentage Yes Declined	Percentage Total
75-99	5	19	24	16.67	63.33	80.00
50-74	-	5	5	-	16.67	16.67
25-49	-	1	1	-	3.33	3.33
0-24	-	-	-	-	-	-
Total	5	25	30	16.67	83.33	100.00

Admissions Office
Table XVIII

DISTRIBUTION OF FRESHMEN ADMITTED TO THE SPEECH SPECIALIZATION
FOR SEPTEMBER 1959 ACCORDING TO TOTAL ADMISSIONS SCORE

Total Admissions Score	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
750-800	-	-	-	-	-	-
700-749	-	-	-	-	-	-
650-699	-	3	3	-	14.29	14.29
600-649	-	3	3	-	14.29	14.29
550-599	-	10	10	-	47.62	47.62
500-549	-	3	3	-	14.29	14.29
450-499	-	2	2	-	9.52	9.52
400-449	-	-	-	-	-	-
Total	0	21	21	0	100.01	100.01

DISTRIBUTION OF FRESHMEN ADMITTED TO THE SPEECH SPECIALIZATION
FOR SEPTEMBER 1959 ACCORDING TO PERCENTILE RANK IN H. S.

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
90-99	-	4	4	-	19.05	19.05
80-89	-	6	6	-	28.57	28.57
70-79	-	8	8	-	38.10	38.10
60-69	-	2	2	-	9.52	9.52
50-59	-	1	1	-	4.76	4.76
40-49	-	-	-	-	-	-
30-39	-	-	-	-	-	-
20-29	-	-	-	-	-	-
10-19	-	-	-	-	-	-
0- 9	-	-	-	-	-	-
Total	0	21	21	0	100.00	100.00

Admissions Office
Table XVIII (Con't)

DISTRIBUTION OF FRESHMEN ADMITTED TO THE SPEECH SPECIALIZATION
FOR SEPTEMBER 1959 ACCORDING TO QUARTILE RANK IN H. S.

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
75-99	-	17	17	-	80.95	80.95
50-74	-	4	4	-	19.05	19.05
25-49	-	-	-	-	-	-
0-24	-	-	-	-	-	-
Total	-	21	21	-	100.00	100.00

DISTRIBUTION OF PROBATIONERS AND PAROLEES BY THE VARIOUS SPECIALIZATIONS
AND REPORTING LOCS ACCORDING TO "PARENT" BANK IN B. 8.

B. 8. Parent Bank	10. Salaries Collected	10. Salaries Accounted	Total Accounted	Percentage Being	Percentage Unknown	Percentage Total
70-99	-	17	17	-	80.95	80.95
50-69	-	4	4	-	19.05	19.05
25-49	-	-	-	-	-	-
0-24	-	-	-	-	-	-
Total	-	21	21	-	100.00	100.00

Admissions Office
Table XIX

DISTRIBUTION OF FRESHMEN ADMITTED TO THE UNCOMMITTED AREA
FOR SEPTEMBER 1959 ACCORDING TO TOTAL ADMISSIONS SCORE

Total Admissions Score	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
750-800	-	-	-	-	-	-
700-749	-	-	-	-	-	-
650-699	-	-	-	-	-	-
600-649	-	-	-	-	-	-
550-599	3	1	4	37.50	12.50	50.00
500-549	2	2	4	25.00	25.00	50.00
450-499	-	-	-	-	-	-
400-449	-	-	-	-	-	-
Total	5	3	8	62.50	37.50	100.00

DISTRIBUTION OF FRESHMEN ADMITTED TO THE UNCOMMITTED AREA
FOR SEPTEMBER 1959 ACCORDING TO PERCENTILE RANK IN HIGH SCHOOL

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
90-99	-	-	-	-	-	-
80-89	1	-	1	12.50	-	12.50
70-79	-	3	3	-	37.50	37.50
60-69	-	-	-	-	-	-
50-59	2	-	2	25.00	-	25.00
40-49	2	-	2	25.00	-	25.00
30-39	-	-	-	-	-	-
20-29	-	-	-	-	-	-
10-19	-	-	-	-	-	-
0- 9	-	-	-	-	-	-
Total	5	3	8	62.50	37.50	100.00

DISTRIBUTION OF FRESHMEN ADMITTED TO THE INCOMPETITIVE AREA
FOR SEPTEMBER 1959 ACCORDING TO TOTAL ADMISSIONS SCORE

Total Admissions Score	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
750-799	-	-	-	-	-	-
700-749	-	-	-	-	-	-
650-699	-	-	-	-	-	-
600-649	-	-	-	-	-	-
550-599	3	1	4	37.50	12.50	50.00
500-549	2	2	4	25.00	25.00	50.00
450-499	-	-	-	-	-	-
400-449	-	-	-	-	-	-
Total	5	3	8	62.50	37.50	100.00

DISTRIBUTION OF FRESHMEN ADMITTED TO THE INCOMPETITIVE AREA
FOR SEPTEMBER 1959 ACCORDING TO PERCENTILE RANK IN HIGH SCHOOL

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
90-99	-	-	-	-	-	-
80-89	1	-	1	12.50	-	12.50
70-79	-	3	3	-	37.50	37.50
60-69	-	-	-	-	-	-
50-59	2	-	2	25.00	-	25.00
40-49	2	-	2	25.00	-	25.00
30-39	-	-	-	-	-	-
20-29	-	-	-	-	-	-
10-19	-	-	-	-	-	-
0- 9	-	-	-	-	-	-
Total	5	3	8	62.50	37.50	100.00

Admissions Office
Table XIX (Con't)

DISTRIBUTION OF FRESHMEN ADMITTED TO THE UNCOMMITTED SPECIALIZATION
FOR SEPTEMBER 1959 ACCORDING TO QUARTILE RANK IN H. S.

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
75-99	1	-	1	12.50	-	12.50
50-74	2	3	5	25.00	37.50	62.50
25-49	2	-	2	25.00	-	25.00
0-24	-	-	-	-	-	-
Total	5	3	8	62.50	37.50	100.00

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[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

Admissions Office
Table XX

DISTRIBUTION OF FRESHMEN ADMITTED TO ALL SPECIALIZATIONS FOR SEPTEMBER 1959
ACCORDING TO THE TOTAL ADMISSIONS SCORE

Total Admissions Score	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
750-800	-	4	4	-	.576	.576
700-749	5	27	32	.719	3.885	4.604
650-699	15	78	93	2.158	11.223	13.381
600-649	42	112	154	6.043	16.115	22.158
550-599	54	108	162	7.770	15.540	23.309
500-549	95	86	181	13.669	12.374	26.043
450-499	28	26	54	4.029	3.741	7.770
400-449	11	4	15	1.583	.576	2.158
Total	250	445	695*	35.971	64.030	99.999

DISTRIBUTION OF FRESHMEN ADMITTED TO ALL SPECIALIZATIONS FOR SEPTEMBER 1959
ACCORDING TO H. S. PERCENTILE RANK

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
90-99	14	162	176	2.003	23.176	25.179
80-89	53	136	189	7.582	19.456	27.039
70-79	53	71	124	7.582	10.157	17.740
60-69	45	36	81	6.475	5.150	11.588
50-59	36	22	58	5.150	3.147	8.298
40-49	27	7	34	3.863	1.001	4.864
30-39	9	7	16	1.288	1.001	2.289
20-29	8	4	12	1.144	.572	1.717
10-19	6	1	7	.858	.143	1.001
0- 9	2	-	2	.286	-	.286
Total	253	446	699	36.231	63.803	100.001

*Four applicants were accepted on upper quarter basis without examination.

Admissions Office
Table XX (Con't)

DISTRIBUTION OF FRESHMEN ADMITTED TO ALL SPECIALIZATIONS FOR SEPTEMBER 1959
ACCORDING TO QUARTILE RANK IN HIGH SCHOOL

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
75-99	91	342	433	13.019	48.927	61.946
50-74	110	84	194	15.737	12.017	27.754
25-49	41	18	59	5.866	2.575	8.441
0-24	11	2	13	1.574	.286	1.860
Total	253	446	699	36.196	63.805	100.01

DISTRIBUTION OF PROGRAMS ADMINISTERED BY THE ALTA. SPECIALIZATIONS AND CONSULTING LTD.
ACCORDING TO QUANTITIE SAMPLE BY BROAD SERVICE

Ht. Ft. Dependents Number	No. Mdlrs Assessed	No. Pendng Assessment	Total Assessed	Dependent Value	Percentage Number	Percentage Total
75-99	91	340	435	33,000	15.427	12.443
50-74	120	80	198	25,077	12.017	17.194
25-49	41	18	59	5,656	2.595	6.121
0-24	13	2	13	1,574	.886	1.600
Total	253	446	699	34,245	31.405	100.00

Admissions Office
Table XXI

UPPER QUARTER APPLICANTS ACCEPTED PRIOR TO
MARCH 2, 1959, BY SPECIALIZATION

DEPARTMENT	NUMBER OF UPPER QUARTER APPLICANTS ACTUALLY ENROLLING, SEPTEMBER, 1959			NUMBER OF UPPER QUARTER APPLICANTS ACCEPTED PRIOR TO MARCH 2		
	Men	Women	Total	Men	Women	Total
Business Ed.	5	21	26	5	21	26
English	5	24	29	5	37	42
Fine Arts	4	15	19	4	17	21
French	1	9	10	1	12	13
Home Economics	0	9	9	0	12	12
Industrial Arts	3	0	3	4	0	4
Latin	0	6	6	0	6	6
Mathematics	15	22	37	26	30	56
Music	1	4	5	1	4	5
Physical Ed.	1	1	2	2	1	3
Science	13	11	24	16	17	33
Social Studies	10	19	29	16	24	40
Spanish	5	12	17	5	15	20
Speech	0	8	8	0	12	12
Uncommitted	0	2	2	0	3	3
Totals.....	63	163	226	85	211	296

DROP-OUTS BY MAJORS JUNE 1958-JUNE 1959

MAJORS	FRESHMEN Men	FRESHMEN Women	FRESHMEN Tot.	SOPHOMORES Men	SOPHOMORES Women	SOPHOMORES Tot.	JUNIORS Men	JUNIORS Women	JUNIORS Tot.	SENIORS Men	SENIORS Women	SENIORS Tot.	GRAND TOTAL
Business Education	5	5	10	7	2	9	2	3	5	1	2	3	27
English	4	6	10	1	6	7	3	6	9	2	1	3	29
Fine Arts	1	3	4	1	2	3	0	3	3	0	0	0	10
French	0	1	1	0	3	3	0	1	1	0	0	0	5
Home Economics	0	7	7	0	6	6	0	3	3	0	0	0	16
Industrial Arts	5	0	5	1	0	1	0	0	0	0	0	0	6
Latin	1	0	1	0	0	0	1	0	1	0	0	0	2
Mathematics	7	9	16	4	4	8	1	1	2	0	1	1	27
Music	2	1	3	0	2	2	1	0	1	0	0	0	6
Physical Education	7	1	8	2	1	3	0	0	0	0	0	0	11
Science	3	2	5	4	1	5	1	0	1	3	0	3	14
Social Studies	7	4	11	4	3	7	3	3	6	1	0	1	25
Speech	0	0	0	0	1	1	0	0	0	0	0	0	1
Spanish	0	0	0	0	1	1	0	4	4	0	0	0	5
Undecided	9	2	11	1	0	1	0	0	0	0	0	0	12
Total.	52	42	94	25	32	57	12	24	36	8	4	12	196

Admissions Office
Table XXIII

REASONS FOR DROPOUTS JUNE 1958-JUNE 1959

REASON	FRESHMEN Men	FRESHMEN Women	FRESHMEN Tot.	SOPHOMORES Men	SOPHOMORES Women	SOPHOMORES Tot.	JUNIORS Men	JUNIORS Women	JUNIORS Tot.	SENIORS Men	SENIORS Women	SENIORS Tot.	GRAND TOTAL
Not Int. In Teach.	6	5	11	2	1	3	0	2	2	0	1	1	17
Financial	5	3	8	4	3	7	2	1	3	2	0	2	20
Illness	2	2	4	4	3	7	0	2	2	0	0	0	13
Moving	0	1	1	0	1	1	0	2	2	0	0	0	4
Enter Convent	0	0	0	0	1	1	0	0	0	0	0	0	1
Employment	2	1	3	2	1	3	1	1	2	0	0	0	8
Marriage	0	0	0	1	4	5	0	7	7	0	1	1	13
No Reason Given	0	1	1	0	0	0	0	0	0	0	0	0	1
Volun. Withdraw	0	0	0	0	1	1	0	0	0	0	0	0	1
Personal	3	5	8	2	8	10	2	6	8	1	2	3	29
Dropped	0	0	0	0	0	0	0	0	0	1	0	1	1
Entering Service	9	0	9	2	0	2	1	0	1	0	0	0	12
Transfer	2	18	20	2	6	8	2	3	5	1	0	1	34
Suspended	1	0	1	0	0	0	1	0	1	0	0	0	2
Low Scholarship	15	7	22	10	3	13	0	0	0	2	0	2	37
Without Notice	1	1	2	0	0	0	0	1	1	0	0	0	3
Total	46	44	90	29	32	61	9	25	34	7	4	11	196

Admissions Office
Table XXIV

DROP-OUTS BY MAJORS JULY 1959-SEPTEMBER 1959

MAJORS	FRESHMEN			SOPHOMORES			JUNIORS			SENIORS			GRAND TOTAL
	Men	Women	Tot.	Men	Women	Tot.	Men	Women	Tot.	Men	Women	Tot.	
Business Education	5	2	7	0	6	6	2	3	5	0	1	1	19
English	0	3	3	0	1	1	0	0	0	0	0	0	4
Fine Arts	2	3	5	0	1	1	0	1	1	0	0	0	7
French	1	0	1	0	0	0	0	0	0	0	0	0	1
Home Economics	0	7	7	0	1	1	0	1	1	0	1	1	10
Industrial Arts	3	0	3	1	0	1	0	0	0	0	0	0	4
Latin	0	0	0	0	0	0	0	3	3	0	0	0	3
Mathematics	2	1	3	1	0	1	1	0	1	0	0	0	5
Music	3	0	3	1	0	1	1	0	1	0	0	0	5
Physical Education	1	1	2	3	0	3	1	0	1	0	0	0	6
Science	8	1	9	3	2	5	1	0	1	0	0	0	15
Social Studies	3	2	5	0	2	2	0	1	1	1	1	2	10
Speech	0	3	3	0	3	3	0	1	1	1	0	1	8
Spanish	0	0	0	0	1	1	0	0	0	0	0	0	1
Undecided	0	2	2	0	0	0	0	0	0	0	0	0	2
Total.	28	25	53	9	17	26	6	10	16	2	3	5	100

Admissions Office
Table XXV

REASONS FOR DROP-OUTS JULY 1959-SEPTEMBER 1959

REASON	FRESHMEN			SOPHOMORES			JUNIORS			SENIORS			GRAND TOTAL
	Men	Women	Tot.	Men	Women	Tot.	Men	Women	Tot.	Men	Women	Tot.	
Not Int. In Teach.	0	3	3	0	2	2	0	0	0	0	0	0	5
Financial	0	0	0	0	2	2	1	1	2	1	0	1	5
Illness	0	0	0	1	0	1	0	0	0	0	0	0	1
Moving	0	0	0	0	0	0	0	0	0	0	0	0	0
Enter Convent	0	0	0	0	0	0	0	1	1	0	0	0	1
Employment	0	0	0	0	0	0	0	0	0	0	0	0	0
Marriage	0	2	2	0	1	1	0	0	0	0	2	2	5
No Reason Given	2	0	2	1	3	4	1	1	2	0	0	0	8
Volun. Withdrawal	0	0	0	0	0	0	0	0	0	0	0	0	0
Personal	0	0	0	0	1	1	0	2	2	0	1	1	4
Dropped	0	0	0	0	0	0	0	0	0	0	0	0	0
Transfer	0	1	1	0	3	3	1	1	2	1	0	1	7
Suspended	0	0	0	0	0	0	0	0	0	0	0	0	0
Low Scholarship	27	19	46	7	4	11	4	2	6	0	0	0	63
Without Notice	0	0	0	0	1	1	0	0	0	0	0	0	1
Entering Service	0	0	0	0	0	0	0	0	0	0	0	0	0
Total. . . .	29	25	54	9	17	26	7	8	15	2	3	5	100

PROBLEMS AND RECOMMENDATIONS

1. If Montclair is to become a more effective State-wide institution, it would seem to be highly important to obtain a better State-wide distribution of our graduates. An analysis of Table I reveals that the Montclair Student Body is drawn largely from Essex, Bergen, Passaic, and Hudson Counties. Approximately 85 per cent of our student body is drawn from a radius of twenty-five miles. A considerable number of teachers in the southern, central, and western sections of New Jersey seem to be almost unaware of the existence of Montclair and the other State Colleges. One reason for this situation is due to the fact that most of the New Jersey Guidance Counsellors and teachers come from other states and are not familiar with the New Jersey System of Higher Education. Another significant reason is due to the New York area orientation of the Montclair graduates. Many school officials in southern, central and western New Jersey have indicated that the Montclair graduates, in general, desire to teach within a twenty-five mile radius of New York. Some of these officials seem to feel that most Montclair graduates who accept positions outside this radius remain only long enough to gain the experience required for a position within the twenty-five mile radius. A large percentage of the students in the western, southern, and central areas seem to be oriented toward Trenton and Glassboro. This is due partially to the fact that Montclair has been unable within the last few years to provide dormitory accommodations for all students living beyond commuting distance. The students who are reared in South Jersey seem to be more willing to return to that region than those who live within commuting distance of Montclair. Once the College Placement Office is able to satisfactorily place an equitable percentage of Montclair graduates all over the State, our own graduates will aid in recruiting students from these more distant areas.

2. There has been a noticable increase in the demand for dormitory accommodations. In fact, Montclair has lost some extremely fine candidates because dormitory accommodations were not available. In many cases the student who can afford to live on campus in a dormitory makes a more desirable member of our student body than a commuter. Also, the greater the percentage of dormitory students, the greater the possibility of developing a more wholesome college environment. Most parents who are able to financially afford dormitory accommodations for their children feel that getting away from home and becoming an independent individual is a vital part of a college education. The Admissions Office is getting large numbers of requests for dormitory accommodations from parents of students who were admitted last year and who live within commuting distance of the college. Most of these parents feel that young people who do not live on campus are missing many College activities and are not acquiring the wholesome college experiences that they had expected. Most of the Admissions Directors at the Annual Spring Meeting of the Admissions Associates of New Jersey reported an increased demand for dormitory accommodations. They feel that within the next few years the colleges offering the most and the best dormitory accommodations will, in all probability, attract the better students.

MEANING IN STATISTICS

1. It certainly is to become a very attractive state-wide institution. It would seem to be highly important to obtain a better state-wide distribution of our graduates. An analysis of Table I reveals that the population Statewide only is drawn largely from Essex, Bergen, Passaic, and Hudson Counties. Approximately 45 per cent of our students live in these three a radius of twenty-five miles. A considerable number of students in the southern, central, and western sections of New Jersey seem to be almost unaware of the existence of Montclair and the other state institutions. The reason for this situation is due to the fact that most of the New Jersey guidance counselors and students come from urban states and are not familiar with the New Jersey System of higher Education. Another significant reason is due to the fact area distribution of the Montclair graduates. Many school officials in southern, central and western New Jersey have indicated that the Montclair graduate, in general, desire to teach within a twenty-five mile radius of New York. Some of these officials seem to feel that most Montclair graduates the accept positions outside this radius results mainly from a desire to gain the experience required for a position within the twenty-five mile radius. A large percentage of the students in the western, central and central areas seem to be attracted Trenton and Glassboro. This is the partially to the fact that counselor has been urging the last few years it provide transportation facilities for all students living beyond commuting distance. The students who are recruited in South Jersey seem to be more willing to return to that region than those who live within commuting distance of Montclair. Even the College Placement Office is able to satisfactorily place an adequate percentage of Montclair graduates all over the State, our new graduates will all be recruited students from these more distant areas.

2. There has been a noticable increase in the demand for dormitory accommodations. In fact, Montclair has lost some extremely fine candidates because dormitory accommodations were not available. In many cases the student who can afford to live on campus is a desirable member a more desirable member of our student body than a commuter. Also, the greater the percentage of dormitory students, the greater the possibility of developing a more wholesome college environment. Most parents who are able to financially afford dormitory accommodations for their children feel that getting away from home and becoming an independent individual is a vital part of a college education. The administrations office is getting large numbers of requests for dormitory accommodations from parents of students who were admitted last year and who live within commuting distance of the college. Most of these parents feel that young people who do not live on campus are missing many College activities and are not acquiring the wholesome college experiences that they had expected. Most of the Administrations interviews at the Annual Spring Meeting of the Administrative Associations of New Jersey reported an increased demand for dormitory accommodations. They feel that within the next few years the colleges offering the most and the best dormitory accommodations will, in all probability, attract the better students.

Problems and Recommendations (Continued)

3. It is becoming increasingly clear that Montclair must establish a closer personal contact with the public schools in the State of New Jersey. The Admissions Office should have a full-time Assistant Director of Admissions whose responsibility it is to contact every school in the State at least once each year. In my opinion, it would be inadvisable for this assistant to visit more than two schools in one day unless they are very close together. The quality of the contact is extremely important.

4. There is an increasing reluctance on the part of the high schools to accept faculty representatives as participants in Career Nights. Some schools go so far as to say that if an admissions official cannot attend, they would prefer not to have Montclair represented. Most high school officials now seem to feel that faculty members give out too much false information and that they cannot effectively answer questions from the floor regarding College admissions. Also, these officials feel that faculty representatives do entirely too much recruiting for their particular field, and frequently attempt to persuade students to enter fields for which they are not qualified. Part of the reluctance to accept faculty representatives is no doubt due to the fact that more and more colleges are now in a position to actually send an Admissions Office representative rather than depend on a faculty representative who makes a poor impression. For example, Douglass College, which has an enrollment of 1,700 or 1,800 students, has a Director of Admissions and, in addition, six full-time Assistant Directors of Admission. This way it is possible for each high school in New Jersey to have at least two personal contacts from the Admissions Office of Douglass per year. Of course, Montclair cannot expect this size staff in the near future; however, this is definitely one of the goals toward which we should strive, because the quality of the students which are admitted to any college in time determines the future of that particular college.

5. The various standard publications which are produced by the Publications Director are of vital importance to any Admissions Office. Because of the tremendous pressures which are placed on the Admissions Office, it is almost impossible for general publications to be developed. For example, Trenton State College published a brochure which was distributed widely by its Admissions Office. This publication, regarding the new facilities resulting from the Bond Issue, was developed by a librarian at Trenton State College and was published through the public relations office. However, the office which distributed this particular publication was the Office of Admissions. As public relations is one of the most important and vital aspects of the College, it would appear that the Director of Public Relations should be a full-time position with at least one or two full-time secretaries.

6. Catalogues. The number of catalogues printed each year is entirely inadequate. One student stated that it was easier to gain admission to Montclair than it was to obtain a college catalogue. The better students closely examine course offerings rather critically before making a final decision regarding which college they plan to attend. I feel absolutely certain that many students have finally decided to enroll at Montclair because after a comparative analysis of State College catalogues, the applicant concluded that Montclair definitely had

Problems and Recommendations (continued):

3. It is becoming increasingly clear that undergraduate must establish a closer personal contact with the faculty should in the field of fine darkness. The Undergraduate Affairs Office needs a full-time assistant Director of Undergraduate Affairs responsible (1) to be aware every student in the view as long as he is with us. In my opinion, it would be impossible for this assistant, to study more than my opinion is one may review every job for every office together. The quality of the contact is extremely important.

4. There is an increasing reluctance on the part of the high schools to accept faculty recommendations on participation in Career Night. Some schools go so far as to say that if an undergraduate official seeks attend they would prefer one to have Guidance recommendation. Part of this reluctance arises in fact that the students are out and back filled interviews and that they cannot effectively answer questions from the floor regarding college admissions. Also, there occasionally has been faculty representatives do actually use Career Night for their own particular ends. The Guidance Office is currently attempts to secure faculty members for the Career Night. Part of the difficulty is that some faculty members are not familiar with the last Career Night and some officers are not in a position to actually speak on behalf of their representative College. Some change or a faculty representative may also cause difficulties. For example, Douglas College, which has an enrollment of 1,700 or 1,800 students, has a Director of Admissions and, in addition, six full-time Assistant Directors of Admissions. This was it is possible for each Dean to be present in New Jersey to have at least two personal contacts from the Admissions Office of Douglas College. Of course, Douglas cannot change this plan itself in the near future; however, this is definitely one of the goals which we should strive, because the quality of the students which are admitted to any college is also determined by the values of that particular college.

5. The various academic qualifications which are required by the Admissions Director are of vital concern to any Undergraduate Affairs Officer because of the tremendous pressures which are placed on the Undergraduate Office. It is almost impossible to convince individuals to be admitted. In example, Fordham High School recently indicated to be advised was only three boys ready to the Undergraduate Office. This problem is exacerbated by the fact that the University requires a certain number of students in the Dead Week. One possible way a Director of Fordham Office College and can particularly through the media of Admissions Office. However, the office which discussed this particular possibility was the Director of Public Relations which is a full-time position with at least one or two full-time secretaries.

6. Conclusion. The number of certain students which prior to entering Undergraduate. The student Affairs Office was easier to gain assistance to Monitoring from it was to obtain a certain certain. The College students closely assisted certain students which entering College. Students at a first activity in some day with College from day to attend. I feel administrator mental that many students from family backgrounds to enroll at Fordham because after a comparative analysis of state colleges catalogues, the assistance offered by Fordham particularly and

Problems and Recommendations (Continued)

a better program than a number of other State Colleges. New catalogues should be printed each year. Also, it would appear to be highly desirable for the Office of Public Relations to take over the publication of catalogues. If a mailroom could be established, adequate in space for sorting bulk mailings, and arrangements made for distributing catalogues under a second class permit, it would be possible for all catalogues to be mailed for as little as 2 or 3 cents per copy. I have been informed that Rutgers University and Douglass College are now mailing catalogues for 1½ or 2 cents per issue. At Montclair, because we are unable to to meet the conditions for a second class permit, the cost for mailing a catalogue is about 16 cents. From my viewpoint, this amount of money is entirely too large for catalogue mailings.

7. In order to develop a well-rounded college program, it would appear that the ratio of males to females should be increased when feasible to 50-50. Also, it would appear desirable to develop dormitory accommodations for boys and girls that are approximately equal. At the present time there are twice as many on-campus females as males. This creates a severe social problem because many of the girls attending Montclair cannot obtain dates for social functions. These individuals develop a complex regarding their looks and personalities which in many cases is unwarranted. An imbalance in the male-female ratio tends to cause many females to feel like wallflowers.

8. As the College rejects more and more of the better students there will naturally be an increasing trend for Guidance Counsellors to steer larger and larger numbers of students to other institutions and State Colleges. In time this will tend to equalize applications at Montclair.

9. Because of the large volume of correspondence which is now carried on in the Admissions Office, it would appear imperative that some type of automatic typing machines be acquired for the Office of Admissions. I am finding that many people definitely do not like to receive forms or mimeographed letters. At the earliest date possible it would be most desirable to have a machine which will make all letters appear to be personalized.

10. It is my opinion that all State Colleges should begin to consider the possibility of accepting out-of-state students at the earliest date that more adequate facilities become available. Quotas should be established on the basis of the number of New Jersey residents attending these respective states. Unless we accept a few out-of-state applicants with varying backgrounds and viewpoints, the College will tend to become extremely provincial. Because of Montclair's proximity to New York City, it should be possible to attract outstanding male students from other states. The acceptance of these students would also tend to make Montclair more of a national institution. In the future this would aid in recruiting better faculty members. I do not see how Montclair can gain a national reputation unless it accepts students from all over the country. The national prestige of a college is probably in direct proportion to the number of students accepted from distant regions.

Problems and Recommendations (Continued)

SUMMARY

1. Better distribution of graduates over the state.
2. Need of greater dormitory facilities.
3. More frequent high school visitations.
4. Additional Admissions Staff to represent Montclair.
5. All publications coordinated in Office of Public Relations.
6. College Catalogues published annually.
7. Need of 50-50 ratio--males to females.
8. Trend towards equalization of applications in State Colleges.
9. Need of auto-typist machine.
10. Acceptance of out-of-state residents.

Problems and Recommendations (Continued)

SUMMARY

1. Nation distribution of products over the state.
2. Need of popular marketing facilities.
3. Low frequent bus schedules.
4. Additional marketing staff to represent Cooperative.
5. All publicities concentrated in office of public relations.
6. Climate Association problems annually.
7. Need of 30-50 retail--sales to handler.
8. Need growth association of applications in State College.
9. Need of auto-dealer service.
10. Accessorie of out-of-state residents.

MONTCLAIR STATE COLLEGE

AT

UPPER MONTCLAIR

REPORT TO THE PRESIDENT

ACADEMIC YEAR

1958 - 1959

NOVEMBER 1959

BY

THE CHAIRMAN

OF

THE GRADUATE COUNCIL

[illegible]

TO

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

TO

[illegible]

MONTCLAIR STATE COLLEGE

GRADUATE DIVISION

REPORT TO THE PRESIDENT
Academic Year
1958 - 1959

I. DEVELOPMENTS AND TRENDS

A. Accredited Status of the Master's Degree Program

Following the report of the Middle States Evaluation team last year, which pertained to the Master's degree programs, the Graduate Council and the individual major departments have been engaged in carrying out practically all the recommendations which the accrediting team suggested. This action has had the following significant results:

1. There have been some important changes in the content of our graduate catalog with greater emphasis being given to the possibility of student electives in some programs.

2. There has been positive action on the part of the New Jersey State Department of Education which will improve the financing of the graduate program. For instance, tuition was increased to $13.00 per semester hour; the Budget Bureau will no longer deduct 25% of funds received for "overhead"; all excess receipts (if any) are to be carried forward from year to year.

3. In accordance with the recommendation of the Middle States report, good progress is being made toward the elimination of "overtime teaching", with the result that much of our graduate instruction is now part of the teachers' regular load on a 3 for 2 basis. Furthermore, faculty compensation for Summer Session teaching has been raised from $140 per point to $170 for assistant, $185 for associate, and $200 for full professors, and the graduate faculty is now being limited to associate and full professors, most of whom are full time college staff with many years of experience.

4. A special effort has been made to limit our graduate students who are full-time teachers in service, to four semester hours of work. Some exceptions are allowed to high scholarship students who are veterans, are enrolled in the Dreyfus program, or who need an additional course to complete their graduate work. A statistical study to determine the effectiveness of this policy indicated that approximately 77% of all matriculated Master's degree students took no more than two courses, and of the 23 taking three courses for six semester hours, some 10% were in the Dreyfus or National Science Foundation programs, 3% were veterans, and 10% were given special permission as they were full-time students, June graduation candidates, etc.

5. Those departmental programs which were singled out by the Evaluation Committee as being too highly specialized have been re-examined, and, in keeping with the committee's suggestions, changes in them have been made to provide greater diversity so as to broaden the students' educational experiences.

6. Because of the changes made in the programs of the Department of Education, and also because certain clarifying studies were made which indicated the probability that the conclusions of the Middle States evaluation concerning the Education Department programs did not agree with the facts upon which they should have been based, it was good news to learn that the provisional acceptance which had been granted to the Master's degree programs in Administration and Supervision, and Personnel and Guidance, had been removed and that full accreditation has now been granted to them as had been granted to the other programs in the major subject matter departments.

B. The State-Wide Graduate Program Study

The committee appointed several years ago to make this study which was re-activated last year, continued its assignment this year by holding approximately five day-long meetings. Dean Huber was chairman of the three faculty members representing our college. He has made frequent reports to the Graduate Council concerning these meetings indicating generally that no serious departures from our present policies or practices have thus far been approved by this group. The one significant change in existing policy, which may come about if the report is accepted by the Presidents and State Board of Education, pertains to the status of transfer credits. The State-wide Committee now appears to favor allowing the transfer of a maximum of 8 semester hours of credit from any accredited institution, regardless of the school from which the applicant received the B.A. At present, transfer of credit is limited to graduates of a New Jersey State College or the State University. Eventually, if adopted, this committee's final report may result in a degree of policy standardization in the interest of improved standards for graduate study among all five New Jersey State Colleges. In the meantime, we will still operate in accordance with existing policies.

C. Master's degree in Speech

After nearly five years of study and effort to achieve a Master's degree in Speech, two programs in this area have now been approved; one will be in Speech and Dramatics, and the other in Speech and Hearing Rehabilitation. Although the number of students eligible for advance work in these programs may not be very large, yet, the need for adequately trained specialists in Speech therapy and rehabilitation is very great.

D. Reorganization of Registration Procedure

The very extensive reorganization of the registration process with priority given to certain groups of students and the discouragement of late registration, have materially improved this process. The result has been that more effective counselling is now possible, long lines of waiting students eliminated, and all classes can start their work at the first meeting of each group.

II. STATISTICAL ANALYSIS OF TRENDS

A. Table of Data for the year 1958 - 1959

STATISTICAL ANALYSIS OF GRADUATE DIVISION DATA FOR THE ACADEMIC YEAR 1958 - 1959 (August 31, 1959)

DEPARTMENTS	M.A. DEGREES GRANTED			MATRICULATED STUDENTS			ACTION TAKEN ON APPLICATIONS OF PEOPLE NOT MATRICULATED		
				Inactive Status*	Currently Matriculated				
	JUNE	AUG.	TOT.		N.S.	TOTAL	REJECTIONS	PROBATION	PENDING
ADMINISTRATION and SUPERVISION	24	15	39	26	38	90	15	1	25
BUSINESS EDUCATION	5	3	8	12	13	44	2	-	14
ENGLISH	4	9	13	26	19	78	-	1	16
INDUSTRIAL ARTS	6	6	12	-	17	37	-	2	7
LANGUAGE	1	1	2	-	2	6	-	-	1
MATHEMATICS	5	2	7	14	35	70	2	-	19
PERSONNEL and GUIDANCE	3	15	18	25	35	67	6	1	36
SCIENCE	7	4	11	11	31	79	-	-	11
SOCIAL STUDIES	6	9	15	15	19	84	6	1	28
T O T A L S	61	64	125	129 *	209	555	31	6	151

* "Inactive Status" (129)

123 Exceeded 5 year limit, inactive (accumulated for a period over one year)
5 Withdrawn at request of students
1 Low average, inactive
129

B. Some Implications of the Data in the Preceding Table

1. A total of 125 Master's degrees were granted this past year of 1959. A comparison of this total with those of the past ten years follows:

1949 - 100	1955 - 130
1950 - 137	1956 - 131
1951 - 129	1957 - 111
1952 - 120	1958 - 104
1953 - 106	1959 - 125
1954 - 98	

2. The total number of Master's degrees granted for 1959 is the second largest group of students to receive this degree. The peak was reached in 1950 when 137 degrees were granted and was at a time when a large number of veterans returned to college to finish their graduate work. The present increase approximates the trend which was expected as a result of the increasing number of students in our reservoir of matriculated candidates for the Master's degree.

3. The number of matriculated students this year is 555. This compares with 453 in 1956; 489 in 1957; 606 in 1958. The decrease in the figure for this year may be explained by the relatively large number completing their graduate programs last year, and also because an unusually careful re-examination of the files of our graduate students resulted in the removal of 129 to the inactive file for having exceeded the five-year limit, in contrast to only 60 being in that catagory last year. Furthermore, we now have 151 applications for matriculation pending as a result of a more rigid acceptance standard which requires that students on the "borderline" (average of C+) are expected to demonstrate their scholastic ability before they are accepted. A final explanation of this reduction may also be in the new policy toward provisional certification people. These too are asked to defer their application for matriculation until they have become certified.

4. Trends among the major departments: Mathematics experienced the largest increase from a totalof 56 in 1958 to 70 this year, explained by the assistance this program received from the National Science Foundation and Dreyfus grants. The same trend for the same reason is observed in Science where the total changed from 70 to 79.

It is interesting to observe that the two programs in the Education Department, namely Administration and Supervision, and Personnel and Guidance, which the Middle States Evaluation team thought to be, relatively speaking in terms of matriculated students, out of proportion to those in the academic departments, no longer give evidence of this alleged distortion. To illustrate, the program of Administration and Supervision has been reduced from 117 matriculants last year to only 90 this year.

Personnel and Guidance (for which there is a strong demand) has dropped from 70 to 67. English, Mathematics, Science and Social Studies are now larger than Personnel and Guidance. This change is explained by the effectiveness of the experience requirement in the Education programs, the application of a high scholastic average for acceptance, and more adequate screening procedures which attempt to protect these programs from the people who simply wish a Master's degree for salary increments and have no intention of using them for their special professional purposes.

The trend in Industrial Arts continues upward and has strengthened this program, since courses offered are assured their necessary minimums.

Business Education continues to lose ground, quantitatively speaking, dropping from 52 to 44. However, plans are underway to stimulate registrations in this program, and perhaps to widen its offering by instituting a degree program in Business and Public Administration.

5. Applications pending

This figure of 151 remains approximately the same. Those placed on probation fell from 10 to 6 since it is now our policy to refuse admission to low average students rather than defer this decision through a probationary status. This number of application pending (151) is quite in contrast to the number of 285 several years ago, which indicates the efforts of the graduate office to process applications and encourage departmental heads to make decisions on them before students begin their course work on a non-matriculated basis.

The policy of adding graduate and undergraduate courses to the minimum of 32 semester-hours for the degree continues as a means of compensating for any deficiency in subject matter or scholastic average found in the undergraduate record.

The Graduate Record examination continues to be used by some departmental chairmen in certain cases, but only to supplement the conclusions drawn from the student's undergraduate record.

6. Relevant data in Part-Time and Extension Division

Further statistical information of a closely related nature, such as size of classes, off-campus courses, etc., will be found in the extensive Annual Report of the Director of the Part-Time and Extension Division. Some of this information will supplement the statistics and report of the graduate degree program, and will indicate the close relationship and logical overlapping which there is between these two parts of the Graduate Division.

III. SPECIAL FEATURES AND INCIDENTAL ACCOMPLISHMENTS

A. Students working for certification are no longer matriculated until they have completed their certification requirements or the one year of successful teaching experience required of those having provisional certification status.

B. Seniors are definitely kept out of the 500 or above graduate courses even though they have a high scholastic average.

C. A conscientious attempt to review the records of all matriculated students is made in the graduate office at the end of each semester; in addition, a study of each student's progress is expected of the advisors at each registration period. Due to the new I.B.M. cards recording a student's grades separately at the end of each semester or summer session, the opportunity to see his total progress is not as effective as it formerly was.

D. The mimeographed literature used in the counselling of our applicants for admission as well as the matriculation letter have been revised in order to impress our students more effectively with the standards and requirements pertaining to the graduate program. This appears to have reduced the number of special problem cases arising from alleged misunderstanding to a minimum.

E. The staggering of the registration period for the various groups of students has contributed greatly to the effectiveness of the registration process. A marked improvement has been made in the counselling of the matriculated group since most of the advisors assigned specifically for the day on which certain special area people register, are those graduate faculty members who are especially familiar with their problems.

F. The graduate office has made special statistical studies of the following:

1. Trends over the years in program matriculations on a percentage basis

2. The extent to which the four-semester hour limitation for fully employed students were followed

3. The historical development of the one Summer Session or one semester residence requirement was made and mimeographed for the information of departmental advisors interested in the background of this policy.

III. [illegible]

1. [illegible] [illegible] [illegible]

G. Research and Theses

1. The graduate administration has continued to emphasize to program advisors the importance of encouraging superior students to enroll in our research, seminar and theses courses. The result has been that we now have more students receiving research experience in the above ways than ever before. This last year we had a total of six theses written and accepted, which is an unusually large number.

2. Again the committee on Research Publications, and especially its able and conscientious chairman, Dr. Orpha M. Lutz, are to be congratulated on the fourth issue of Research Abstracts, published in June, 1959. This is a most significant contribution to the encouragement of scholarly inquiry, as many of our students who are now familiar with this abstract would like to obtain recognition by having their research efforts summarized in this publication.

3. Beginning in September 1960, all future Master's degree matriculants will be expected to have at least one departmental research seminar or Education 603, for which Education 503 will continue to be a prerequisite. This will mean that all our Master's degree graduates will have had at least four semester-hours of research work in specific courses designed for this purpose.

4. A re-examination by the Graduate Council of the requirement that Math 400 be continued as a prerequisite to Education 503, without graduate credit, resulted in the Council sustaining the existing policy.

H. Catalog Revision for 1959 - 1961

1. Under the able editorship of Dr. Huber, Dean of the College, and with the aid of his assistant, Miss Marie Frazee, the graduate department engaged in a rather thorough review and revision of this important publication.

In this revision the graduate office assumed the responsibility for a thorough reworking of the General Information section, clarifying statements and adding recent policy developments. Most departments re-examined their program descriptions and course offerings. The faculty listings were limited to those in the associate and professorial ranks, and in accordance with the Middle States Committee's suggestion, an Index was added. This revision was most timely, too, in that it presented an opportunity to include the two new graduate programs in Speech.

I. To implement the New Jersey State Board of Education's policy of placing ALL graduate instruction within a teacher's regular teaching load over a three year period, there was developed a statement of general working rules by which this directive could be implemented to make the transition equitable and understood by all faculty members. Thus far the adjustments taking place appear to be working fairly well. (a copy of these guiding principles is attached).

[illegible] and [illegible]

1. The present [illegible] [illegible] [illegible]

[illegible]

AD [illegible] GUIDE
[illegible] GRADUATE COURSES TO FACULTY [illegible]
Approved by the Graduate Council

1. Insofar as possible, graduate courses (listed in the Graduate Catalog) will be assigned as part of the regular teaching load on a 3-for-2 semester-hour ratio. This applies only to college departments offering a Master's degree program. The purpose of this 3-for-2 ratio is to allow faculty members more time for graduate instruction and counselling with graduate students.

2. Acceptance of graduate work on the regular teaching load will not prejudice the possibility of faculty members accepting over-load assignments if they so [illegible].

3. Faculty will be given an opportunity to state their preference — be assigned work on regular load or "over-load basis". "Over-load" assignment may not exceed [illegible] semester-hours during an academic year and should not be interpreted as [illegible] two 2 s.h. courses in one semester.

4. Faculty members engaged in professional activities outside the college or employed in "over-load" teaching at other colleges will not be encouraged to accept "over-load" assignments at Montclair State College.

5. Departments will continue, where feasible, to be encouraged to rotate [illegible] assignments among department members.

6. Faculty assigned to summer sessions may be asked to forego "over-load" assignments during the regular academic year in deference to others who did not teach in the summer session.

7. Faculty members who wish to be members of the Graduate Faculty will be [illegible] accept teaching assignments in late afternoon, evening, or Saturday morning classes.

8. Instructors from outside the college will be employed in the Part-Time and Extension Division only after it is determined that no regular staff member is eligible or interested. Adjunct faculty members will be required to obtain approval from the college president, superintendent of schools, or their administrative officer [illegible] accepting "over-load" assignments at Montclair State College.

IV. PROBLEMS AND RECOMMENDATIONS

A. Graduate Division Financing

1. While it is now necessary to have higher minimums for graduate classes, yet, we must recognize the fact that certain courses, such as those in very advanced Physics, Chemistry, and Math courses, at best cannot expect to have more than ten students, and as we experienced recently, six to eight may be their average. Then, too, certain required courses urgently needed for certification, such as those in the methods courses of the major subject matter areas, or some Industrial Arts courses, if given as frequently as they should be, may also experience a very limited number at times. This problem is something the State should recognize and it would seem to be the best place to start in assuming its responsibility to subsidize on a 100% basis, some graduate courses essential to certification or desirable for the improvement of teachers in the areas of critical shortage, such as Math and Science. If it were not for the National Science Foundation and Dreyfus assistance in these two areas, it is very doubtful whether these departments would have any courses meeting the new minimum requirements.

2. The above problem points up the necessity of additional revenues for graduate financing through an increase in tuition rates comparable to those in our neighboring institutions, and further financial assistance from the State. The recent change in the policy of the Budget Bureau with regard to its former "25% overhead" charge is a step in the right direction but does not go sufficiently far to enable us to attain the standards it is our responsibility to achieve.

3. Incidental to the above problems, departmental heads must exercise great care in the courses they attempt to offer, to avoid the frustrations which students experience when courses they have chosen to take must be cancelled. It is suggested that some formula of course offerings be developed based on the matriculated students in the major department areas. Naturally, the Education courses will also have to consider potential certification demands.

B. Graduate Degree Programs

1. Since a re-examination of these programs is always in order, it appears from a study of trends in the matriculated students in each department that the following possibilities might be given serious thought:

a. Business Education needs to give serious attention to broadening its services and developing perhaps a program in the field of Business and Public Administration. Such a course of study has recently been instituted at Rutgers University and a novel feature of its program is that it cuts across traditional departmental lines and draws upon the services of Economics, Political Science, English and Government.

Graduate Degree Programs (continued)

b. Education: There is an active interest in the area of Psychology for the purpose of developing qualified School Psychologists. While this might be done with the competent faculty we now have in Psychology, yet, caution is urged in its achievement because of its high professional character. Perhaps, the first step would be to develop a psychology minor in this area as a prerequisite to graduate instruction in the field. Another possibility in the Department of Education lies in the area of Supervision as distinct from Administration. Some discussion about the need of inaugurating a program leading to the responsibility of departmental chairmen is now underway. This would shift the students' study emphasis from School Finance and Law courses to Educational Philosophy, Curriculum and the mastery of subject matter in the traditional academic programs.

c. Physical Education Department: Once this major has consolidated its undergraduate program then it should give thought to a graduate program in Physical Education. The lack of a Master's degree in this area has caused its graduates to enroll in Administration and Supervision, and Personnel and Guidance, as a means of attaining a Master's degree, placing undue pressure on the Education Department programs.

2. Implications of being a State College

If and when the State Board permits Master's degrees to be granted for other than non-education majors perhaps the one program which might take advantage of this change to meet a general market demand for its students would be in the Business Education area. The suggested new program in Business and Public Administration would be a possibility if non-education majors become a reality.

C. Sixth Year Students

The perennial question of the desirability of allowing 6th year students to receive our graduate division's services still remains. However, the staggered system of registration which gives priority to the matriculated and certification students allows the 6th year people to enter only those classes which still remain open after the other two groups have completed registration. In this way we avoid the most irritating aspect of their registration which involved their early enrollment in some courses which filled rapidly and thus kept out others who needed the courses for certification or the Master's degree. On the other hand, while what we have done is advantageous for the groups for whom this was set up, yet the 6th year people forced to come here at the tail-end of registration, finding courses closed, are extremely annoyed. They should be made to understand that perhaps we should not be attempting to service them at all. What we are doing is to be as helpful as possible within the limitations of our staff and graduate resources. Some attempt at communicating the unique status of the 6-year equivalency people in our program might be desirable in inducing them to accept the situation.

[illegible]

1. [illegible] [illegible]

2. [illegible]

3. [illegible]

4. [illegible]

5. [illegible]

D. Veterans in the Graduate Division

It would be highly desirable if a special counsellor for those veterans lacking certification courses could be appointed, as there is some evidence that when left to themselves to follow certification requirements, they are apt to receive approval by advisors in the Education Department to take courses which are not essential for their programs. Thus they make a good thing out of the need to extend their time. A few essential course requirements still remain to be attained at government expense, when through better counselling this could be avoided.

E. Special Problems Relating to the Administration of the Graduate and Part-Time and Extension Divisions affecting the Master's Degree Program

1. As President Partridge has indicated in Administrative Council, there should be more adequate supervision of classes and students when this Division's classes are meeting, so as to eliminate any violation of smoking regulations, etc., during late afternoons, evenings and Saturdays. With our increased personnel and a staggering of office coverage by different people, it should be possible to provide this supervision without undue hardship to any one person and at times most convenient to all who might receive these assignments.

2. Recently some changes took place in the Registrar's office involving the handling of the records of matriculated students; i.e., all of the cards of this group have been integrated with the records of all of the other students in the Graduate Division, including those who have completed their Master's degree. While this may be advantageous to anyone checking records for the purpose of supplying transcripts when requested, yet the problems and the inconveniences resulting from this reclassification have been such as to indicate that perhaps we have lost more in terms of efficiency, etc., than we have gained. It would seem that even though this change could be logically justified, it would have been better, from the standpoint of the procedure by which it was done, if there had been an opportunity for an exchange of views as to its desirability, and after due notice as to the date on which it would be effective.

3. With the changing personnel in our division and those in the Registrar's office having related duties involving graduate student records, it would be highly desirable to have all "jobs" or "positions" clearly defined and described. This would be an effective means of allocating responsibilities and a source of reference for new employees when personnel turnover takes place.

4. Administrative exceptions to any stated policy really should always be in writing and copies of these sent to all who might have occasion to question or refer to cases in which the exceptions have been made. Recently, some misunderstanding developed due to the fact that apparently special exceptions were given to seminar students in Science who were granted over a full semester to complete their work, instead of the customary two months.

F. Graduate Office Physical Facilities and Personnel

Our new location in Room 6 is a marked improvement over the office space formerly assigned to the Graduate Division and has contributed to greater efficiency in operational procedures. However, while this was a step in the right direction, we are still faced with the problem of limited space for our increased staff and the crowding associated with registratio and advisement. It is practically impossible for any private conversation that would be desirable when counselling students.

Another improvement which should be accomplished to further the above objectives would be to have in our office the type of floor covering and curtains which the other administrative departments now have acquired. While no one has made a determination to the effect that with the increased personnel now assigned to the Graduate Division that the time of our office secretary, Mrs. Metz, assigned to the Chairman of the Graduate Council would now be more than just 50% allocation, yet, it has been assumed that she is to use her own good judgment in attempting to carry out the responsibilities of this office as effectively as possible. It might be well, however, in the future when questions of personnel and other budget items are under consideration, the Chairman of the Graduate Council be consulted, since I have been advised that there is no separate budget for the Master's degree program but one budget for the Graduate Division, i.e., Part-Time and Extension Division.

G. Relations of the Chairman of the Graduate Council and those Administrative Personnel Working With the Graduate Division

I think it can be said that while occasional differences of opinion have arisen, and quite naturally should arise, concering matters involving discretionary judgment, yet it has been the good fortune of the present chairman to experience good cooperation from all who share his responsibilities. He is most appreciative of the support of both the President and the Dean of the College in carrying out the administrative duties of this office.

Department heads have accepted suggestions offered to them; good working relations are being developed with the new Registrar, Mr. Stapay, in carrying out his duty to determine the eligibility of our Master's degree candidates for graduation; the Director of Field Services, Mr. Ambry, continues to work closely with the Chairman. Finally, Mrs. Metz should be mentioned for the professional interest she has taken in affecting smoothness in office operations so that students with problems always find gracious help and assistance in the questions they wish to have answered.

John J. Reilahan

JOHN J. RELLAHAN
Chairman, Graduate Council

[illegible]

[illegible]

[illegible]

Montclair State College

Part-Time and Extension Division

Report to the President
Academic Year
1958 - 1959

General Statement

Before preparing this report, I have reviewed the two previous annual Reports to the President. The problems confronting this Division, namely office space, need for additional personnel, increased student-load, and a more adequate student counseling system are still problems to be solved. Despite attempts to reorganize and to solve these problems, the percentage of increase reflected in enrollment figures indicates that demands put upon the Division outweigh the efforts made to cope with them. An increase from 564 individual students enrolled in the summer of 1955 to 1175 enrolled in the spring of 1959 amounts to an increase of almost 50%. Indications are that the number of individuals seeking courses in this Division of the College will increase to possibly 1300 in the spring of 1960.

As in past years this report is given in four parts. The first typed section serves as a summary, while the other three sections are interim reports rendered at the end of the summer session and each semester during the academic year 1958-1959. The interim reports are distributed to Departmental Chairmen and other administrative officers of the College. The comments and recommendations made on these reports are discussed with members of the Graduate Council and Department Chairmen. As a result of these discussions, the recommendations are implemented during the year. Recommendations appear on page 5 of the summer 1958 report, page 5 of the Fall 1958 report, and on page 5 of the Spring 1958 report (all reports are attached).

Enrollment Data

The following figures demonstrate the steady increase in the number of individuals enrolled: (The equated enrollment is arrived at by dividing the total semester hours by 16)

	Summer		Fall		Spring	
	Individuals	Equated	Individuals	Equated	Individuals	Equated
1955-56	564	194	617	161	662	156
1956-57	579	185	702	179.5	799	199.3
1957-58	653	206.3	782	194.5	880	218
1958-59	710	240.9	1064	255.1	1175	258
* 1959-60	900	300	1200	300	1300	325
* 1960-61	1000	336				

* Estimated

Student Counseling

Students in this Division fall into three major categories -- matriculated graduate students, graduates from liberal arts and professional schools seeking certification to teach in New Jersey public secondary schools, and students working beyond the M.A. degree. Approximately one-third of the student body fits into each category. In the past we thought of this Division's major responsibility as that of serving the matriculated students. With the knowledge that the students fall into the almost equally divided categories, the problems confronting the organization and management of this Division become more complex. The system for counseling matriculated students by Department Chairmen, or their representatives, appears to be adequate for the present time, but the arrangement for advisement for the other two categories is completely inadequate. This statement is not made as a criticism of college personnel involved in this advisement plan but rather as a statement of fact, since the number of students seeking advisement simply cannot be served in the faculty time available.

This Division now enrolls more students than were enrolled in the regular daytime college just a few years ago. To encourage increased enrollment in the face of inadequate staff time for advisement is to invite criticism and lowered standards. Serious consideration must be given to the problem of student advisement. During the past two years, we have taken steps to "hold the line" on enrollments. Matriculation procedure has been tightened up. Classes have been closed where enrollments indicated, and split sections have not been provided. A priority registration system has been adopted. These steps have provided certain controls on the number of enrollments, but despite these controls, enrollment has increased. If we do not continue to take measures to hold down the number of students seeking enrollment, we may find ourselves in an impossible situation. Enrollment in the regular daytime program is controlled. In my opinion, the same principle applies to the operation of the Part-Time and Extension Division. Before we expand beyond the present enrollment, professional counseling staff members should be employed or an allotment of faculty time should be provided for counseling and advisement of Part-Time and Extension students.

Registration procedure

The procedure now being used which incorporates I.B.M. cards and processing appears to be an adequate procedure to handle as many as 2000 individual students. In future building plans, large registration areas will have to be provided if the present large areas are to be redesigned into classroom space.

Personnel

The present staff -- one Director, one full-time secretary (Mrs. Black), and one half-time secretary (Mrs. Metz) will be increased after July 1, 1959 by the addition of one full-time secretary.

Respectfully submitted,

Edward J. Ambry

E. J. Ambry, Director
Part-Time and Extension Division

EJA:mrb

Student Counseling

Students in our operation this year were almost exclusively -- undergraduate students, graduates from Normal schools and professional schools coming to specialization in basic in the greater public secondary schools, and students working toward the B.A. degree. Correspondingly responsibility of the students were like into each category. In the case of groups of this particular major responsibility is that of serving the undergraduate students. In the Secondary Schools the students fall into the closer equally training patterns, the problems confronting the organization and management of this training have been considerable. The service for secondary schools students or teachers, in their responsibilities, appears to be adequate in the present time, and the attitude toward the institution for the whole has been satisfactory. In supervised teaching students in our main as a particular of college personnel involved in this activity plan and follow up a consideration of this, while the number of students making satisfactory supply seemed to exceed in the activity time available.

This operation has exactly every reason that were included in the regular daytime college that a few years ago. It encourages increased equipment in the form of laboratory staff time the attendance is by invitation rather than required attendance. Increase availability need be given to the problems of student adjustment. During the past two years, we have been trying to build the "time" in activities. Relationships appreciation has been highlighted. Students have been closed where specialists indicated, and split meetings have been arranged. A partially successful program has been adopted. Time where this training material consists in the course of activities, has been in fact somewhat in relation to time spent. If we do not continue to take lectures or lectures the number of students seeking specialists, we may find students in an improvised situation. Increases in the regular student groups is considerable. In our opinion, the same curriculum which is in the operation of the non-teacher and the teacher division. Unless we expand beyond the present functionally, professional necessity which students should be required or be allowed or taking time should be provided for secondary and adjustment of [illegible] and technical students.

Registration procedure

The procedure has been very with [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] students. In future building plans, large registration rooms will have to be provided if the present large group is to be registered into [illegible]

Personnel

The present staff -- one director, one assistant director [illegible], and one half-time secretary [illegible] will be increased after July 1, 1[illegible] by the addition of one full-time secretary.

Respectfully submitted,

Edward R. Carlson

E. R. Carlson, Director
Part-time and Extension Division

MONTCLAIR STATE COLLEGE

GRADUATE DIVISION
PART-TIME AND EXTENSION DIVISION

REPORT AND COMPARISON OF ENROLLMENTS FOR SPRING 1959 WITH SPRING 1958

	Spring 1959	Spring 1958
INDIVIDUAL STUDENTS		
Number Individual Students enrolled	1175	880
Number enrolled in Fall Semester Preceding	1064	782
Gross Total enrolled for Academic Year	2239	1662
Net Total enrolled for Academic Year	1615	
On-Campus Students:		
Part-Time Students (fewer than 12 s.h.)	1047	839
Full-Time Students (12 or more s.h.)	15	20
Total On-Campus Students	1062	859
Extension Students (exclusively Off-Campus)	113	21
Total Individual Students enrolled	1175	880
CLASSIFICATION OF STUDENTS ENROLLED		
Graduate Students	1092	827
Senior-Graduates	2	10
Total taking work for graduate credit	1094	837
Undergraduate Students	81	43
Total Graduate and Undergraduate	1175	880
COURSES GIVEN		
Part-Time (On-Campus and Field Trip)	*** 76	** 50
*Daytime	39	101
Extension (Off-Campus)	5	2
REGISTRATIONS IN COURSES GIVEN		
Part-Time Courses	1705	1356
Daytime Courses (inc. Student Teaching)	68	221
Extension Courses	120	28
Total Registrations in all courses	1893	1605
Average number of courses taken per student	1.6	1.8
Average number registrations per sections offered (Part-Time and Extension--excluding daytime)	21.2	29.9

*Regular undergraduate college courses, including student teaching

**Two of these courses were split making a total of 52 sections

***Five of these courses were split making a total of 81 sections

SEMESTER-HOURS LOAD	Spring 1959	Spring 1958
Total number semester-hours taken by all students	4128½	3488½
Average number semester-hours taken per student	3.49	3.96

WEIGHTED SCORE--Equivalent number of full-time students enrolled

Total semester-hours divided by 16	258	218
Total semester-hours divided by 15	275.2	
Total semester-hours divided by 14	294.9	

(This information is furnished to supply figures for State Department of Education questionnaires when the divisor is different from that used at Montclair State College.)

SEMESTER-HOURS TAKEN BY STUDENTS

Number Students	Taking S.H.	Total S.H. Taken
507	2	1014
68	3	204
412	4	1648
20	5	100
135	6	810
3	7	21
1	7½	7½
11	8	88
0	9	0
1	10	10
2	11	22
7	12	84
0	13	0
5	14	70
0	15	0
2	16	32
0	17	0
1	18	18
0	19	0
0	20	0
1175	(Total S.H. Taken)	4128½

DISTRIBUTION - (Graduate and Undergraduate - Men and Women)

Graduate Students	Men 708	Women 386	Total 1094
Undergraduate Students	Men 30	Women 51	Total 81
	Total Students enrolled		1175

FOREIGN STUDENTS IN THIS DIVISION OF THE COLLEGE

Abdul-Hagg, Florine
Huang, Henry
Nacchanandana, Nandana
Rammerstorfer, Herbert

FINAL REGISTRATIONS - (On-Campus) Afternoon, Evening and Saturday Courses

				No. of Students
Bus.Ed.	A401X	Mat. and Meth. of Tchg. Gen. Bus.	Mrs. Houghton	30
Bus.Ed.	A501B	Research Seminar in Bus. Educ. II	Dr. Froehlich	9
Bus.Ed.	A503	Business Ed. Curriculum	Mr. Sheppard	16
Educa.	A200A	Child Growth & Development	Dr. Brower	40
Educa.	A200B	Adolescent Dev. & Mental Hyg.	Miss Fahy	43
Educa.	A300A	Aims and Org. of Sec. Ed.	Mr. Lewin	45
Educa.	A300B	Prin. & Tech. of Tchg. in Sec. School	Dr. Nagy	36
Educa.	A300B	Prin. & Tech. of Tchg. in Sec. School	Mr. Bucharest	35
Educa.	A400A	Prin. & Philos. of Sec. Educa.	Dr. Kennedy	43
Educa.	A407A	T.V. in Education---Programming & Production	Miss Fantone	15
Educa.	A409	Radio & Sound Equip. in the Classroom	Mr. Sheft	31
Educa.	A410	Teaching Materials Workshop	Mr. Doremus	34
Educa.	A440	Camping & Outdoor Education	Mr. Schmidt	20
Educa.	A500A	Basic Educational Trends	Dr. Walter	43
Educa.	A500C	Recent Trends in Sec. School Methods	Mr. Salt	31
Educa.	A500E	School Admin. II: Law & Finance	Dr. Hoffman	29
Educa.	A500E	School Admin. II: Law & Finance	Dr. Morehead	29
Educa.	A502	Org. & Admin. of Modern H.S.	Mr. Willard	27
Educa.	A502	Org. & Admin. of Modern H.S.	Dr. Atkinson	34
Educa.	A503	Methods & Instr. of Research	Dr. Froehlich	17
Educa.	A503	Methods & Instr. of Research	Dr. Lutz	21
Educa.	A520	Principles of Mental Hygiene	Dr. Seidman	45
Educa.	A521B	Psychological Tests in Guidance Programs	Miss Mathews	35
Educa.	A529	Field Work in Guidance	Miss Gallagher	2
Educa.	A530	Corrective & Remedial Reading in Secondary Schools	Dr. Letson	26
Educa.	A536	Educational Guidance	Miss Trexler	36
Educa.	A538	Group Guidance & Counseling Act.	Dr. Gelfond	35
Educa.	A554	Psy. & Educ. of Exceptional Children	Dr. Hauer	33
Educa.	A554A	Psy. & Educ. of Exceptional Children	Dr. Booth	35
Educa.	A602	Seminar in Guidance	Dr. Davis	18
Educa.	A603B	Prin. & Practices of Research	Dr. Lutz	9
Eng.	A401X	Tchg. of Eng. in Sec. Schools	Mrs. Meiers	44
Eng.	A421	The Short Story	Mr. Conrad	33
Eng.	A432	The Develop. of the Drama	Dr. Earley	20
Eng.	A506	John Milton	Mr. Hamilton	11
F.A.	A302AX	Sculpture	Mr. Harris	10
F.A.	A302BX	Sculpture	Mr. Harris	2
F.A.	A401	Art Education	Mr. Martens	14
F.A.	A474A	Arts & Crafts in Education I	Mr. Vernacchia	16
F.A.	A474B	Arts & Crafts in Education II	Mr. Vernacchia	6
F.A.	A500X	Contemporary Art	Mr. Kampf	11
Geog.	A408I	Political Geography	Dr. Jacobson	12
Hlth.Ed.	A408	Driver Education	Dr. Coder	19
Hlth.Ed.	A411	School Health Services	Dr. Tews	36

Ind.Arts	A101A	Graphic Arts & Drawing I	Mr. Streichler	10
Ind.Arts	A101B	Graphic Arts & Drawing II	Mr. Streichler	4
Ind.Arts	A201A	Woods & Crafts I	Mr. Van Zweeden	11
Ind.Arts	A201B	Woods & Crafts II	Mr. Van Zweeden	2
Ind.Arts	A301A	Woods & Crafts III	Mr. Van Zweeden	1
Ind.Arts	A302	Graphic Arts & Drawing III	Mr. Streichler	1
Ind.Arts	A501	Curr. Constr. & Course Org. in Ind. Arts Education	Dr. Duffy	14
Ind.Arts	A504	Research & Experimentation in Ind. Arts Education	Dr. Earl	15
Math.	A400	Educational Statistics	Mr. Maletsky	18
Math.	A401X	Tchg. of Math in Sec. Schools	Miss Kearney	31
Math.	A405	History of Math	Mr. Schumaker	14
Math.	A409	Intro. to Contemporary Math	Dr. Sobel	24
Math.	A454	Integral Calculus	Mr. Schumaker	12
Math.	A480	Elements of Logic	Mr. Manheim	22
Math.	A501B	Admin. & Super. of Math II	CANCELLED	
Math.	A506	Curr. Research in Sec. Math	Mr. Manheim	13
Math.	A511A	Foundations of Geometry	Dr. Meserve	10
Math.	A524	Statistical Inference & Sampling Theory	Mr. Clifford	10
Math.	A529	Curr. Const. in Math	Dr. Meserve	23
Music	A401X	Tchg. of Music in Sec. Schools	Miss Morse	7
Music	A418	Music of Russia	Dr. McEachern	22
Russian	A100A	Beginning Russian	Mr. Shore	9
Biol.	A408B	Biological Technique	Miss Kuhnen	23
Biol.	A412	Genetics	Dr. McDowell	19
Chem.	A509	Inorganic Chemistry	Dr. McLachlan	14
Phys.	A411B	Photography	Dr. Smith	11
Phys.	A416	Intro. to Analytic Mechanics	Dr. Burke	18
Sci.	A410B	Jr. H.S. Sci. Demonstrations	Mr. Placek	23
Sci.	A505	Sci. Seminar for Jr. & Senior High Schools	Mr. Allen	11
Soc.St.	A401X	Tchg. Soc. St. in Sec. Schools	Dr. Moffatt	42
Soc.St.	A404	Philosophy of History	Dr. Clayton	19
Soc.St.	A441	Economic History of Europe	Mr. Alloway	18
Soc.St.	A450B	Modern Economic Problems and Policies	Dr. Rellahan	20
Soc.St.	A451	The Middle East	Mr. Cohen	24
Soc.St.	A467	Florida	Mr. Bye	8
Soc.St.	A492B	Studies in Amer. Life-The West	Mr. Bye	22
Soc.St.	A518	Recent Trends in Amer. History	Mr. Beckwith	12
Speech	A449	Public Speaking	CANCELLED	
Speech	A454	Training the Speaking Voice	CANCELLED	
Speech	A466	Speech Development: Improvement & Reeducation	Dr. Scholl	9
Grad.	A500'	Master's Thesis	Dr. Rellahan	1
Grad.	A500	Master's Thesis (No Credit Extension)	Dr. Rellahan	2

FINAL REGISTRATIONS - Off-Campus Courses

Educa.	E300A	Aims & Org. of Sec. Educa. (Summit)	Mr. Lowther	20
Hlth.Ed.	E401	Meth. & Mat. in Hlth. Educa. (Newton H.S.)	Dr. Redd	24

Phys.	E502	Atomic & Nuclear Physics (Continental Classroom)	Mr. Allen	23
Soc.St.	E525	Workshop on Economic Educa. (Morris County)	Mr. Kops	28
Speech	E466	Speech Development: Improvement & Reeducation (North Arlington P.S.)	Miss Kauffman	25

NOTES AND OBSERVATIONS

1. The increase in enrollment continues upward:

Fall 1955	- 617	Fall 1957	- 782
Spring 1956	- 662	Spring 1958	- 880
Fall 1956	- 702	Fall 1958	-1064
Spring 1957	- 799	Spring 1959	-1175

2. The work-load continues to be heavy in the Part-Time and Extension Division. The addition of one full-time secretary (Mrs. Black) in September, 1958, has helped to spread the work. An additional full-time person is planned in the 1959-60 budget.

3. Fifteen students enrolled in this division were placed in secondary schools for supervised student teaching in the Spring, 1959.

4. The weighted full-time student-load in this Division for the Spring, 1959, was 258. This indicates an increase of 18.3% over the Spring, 1958; 29.6% over the Spring, 1957; and 43.6% over the Spring, 1956. This growth is reflected in all categories--graduate matriculated students, certification students, and special students. The largest growth is accounted for by students securing teachers' certificates. The addition of the Dreyfus Foundation program and the National Science Foundation program have also affected the percentage of increase in enrollment.

5. Office space provided for the operation of the Part-Time and Extension Division and Graduate Office is inadequate.

6. Steps are being taken to put into operation a system of registration and record keeping using I.B.M. cards and the services of Tape Recording, Inc.

7. Within the very near future, a more adequate plan for advising certification students will have to be evolved. Students may have to be assigned to advisors in a similar manner as now used for regularly enrolled daytime students or additional advisors may have to be employed to handle this increasing work-load. Several of the other State Colleges have employed persons (designated as Evaluators) to be responsible for this group of students. A committee should be appointed to study this problem and to make recommendation to the Administration.

MONTCLAIR STATE COLLEGE

PART-TIME AND EXTENSION DIVISION
GRADUATE DIVISION

REPORT AND COMPARISON OF ENROLLMENTS FOR FALL 1958 WITH FALL 1957

	Fall 1958	Fall 1957
INDIVIDUAL STUDENTS		
Number Individual Students enrolled	1,064	782
On-Campus Students:		
Part-Time Students (Fewer than 12 s.h.)	976	731
Full-Time Students (12 or more s.h.)	13	27
Total On-Campus Students	989	758
Extension Students (exclusively off-campus)	75	24
Total Individual Students Enrolled	1,064	782
GRADUATE STUDENTS ENROLLED	1,017	724
Senior Graduates	0	5
Total taking work for graduate credit	1,017	729
Undergraduate Students enrolled	47	53
Total Graduate and Undergraduate	1,064	782
COURSES GIVEN		
Part-Time (On-Campus and Field Trip)	*** 70	** 47
* Daytime	41	97
Extension (Off-Campus)	2	2

* Regular undergraduate college courses, including student teaching

** Three of these courses were split, making a total of 50 sections

*** Four of these courses were split, making a total of 74 sections

REGISTRATIONS IN COURSES GIVEN		
Part-Time courses	1,692	1,205
Daytime courses	61	190
Extension courses (Off-Campus)	83	25
Total Registrations in all courses	1,836	1,420
Average number courses taken per student	1.59	1.81
Average number registrations per section of courses offered (Part-Time and Extension - excluding daytime)	22.3	25.1
SEMESTER-HOURS LOAD		
Total number semester-hours taken by all students	4,082	3,113
Average number semester-hours taken per student	3.83	3.98

WEIGHTED SCORE (Total Semester-hours divided by 16)

Equivalent number of full-time students enrolled	255.1	194.5

Note: (4,082 ÷ 15= 272.1) (4,082 ÷ 14= 291.5)

SEMESTER-HOURS TAKEN BY STUDENTS

Number of Students	S. H.	Total S. H. Taken
356	2	712
89	3	267
387	4	1,548
27	5	135
157	6	942
4	7	28
23	8	184
1	9	9
5	10	50
2	11	22
2	12	24
1	13	13
5	14	70
2	15	30
3	16	48
1,064	(Total S.H. Taken)	4,082

DISTRIBUTION (Graduate & Undergraduate - Men and Women)

	Men	Women	Total
Graduate Students	633	384	1,017
Undergraduate Students	27	20	47
Total Students enrolled	660	404	1,064

FOREIGN STUDENTS IN THIS DIVISION OF THE COLLEGE

Huang, Henry
Nacchanandana, Nandana
Rammerstorfer, Herbert
Sasapoori, Chongol
Thakerngpol, Pranee

FINAL REGISTRATIONS (On-Campus) Late afternoon, Evening, and Saturday Courses

		No. of Students
Bus. Ed. A101X---Business Org. and Management	Miss Houghton	6
Bus. Ed. A504 ---Admin. & Supv. of Bus. Ed.	Dr. Froehlich	11
Bus. Ed. A516 ---Business Org. and Management II	Mr. Sheppard	10
Educa. A200A --- Child Growth and Develop.	Dr. Brower	41
Educa. A200B --- Adolescent Psy. & Mental Hyg.	Miss Claude	38
Educa. A200B --- Adolescent Psy. & Mental Hyg.	Dr. Brower	43
Educa. A300A --- Aims and Org. of Sec. Educa.	Mr. Lewin	41
Educa. A300B --- Princ. & Tech. of Teaching in Secondary School	Mr. Lowther	42

FINAL REGISTRATIONS (Continued)

			No. of Students
Educa. A300B ---	Princ. & Tech. of Teaching in Secondary School	Mr. Simko	41
Educa. A400A ---	Princ. & Phil. of Sec. Ed.	Dr. Nagy	40
Educa. A400A ---	Princ. & Phil. of Sec. Ed.	Dr. Kennedy	41
Educa. A408 ---	Select. & Util. of A. V. Matl.	Miss Fantone	43
Educa.A500B ---	Adv. Educa. Psychology	Dr. Seidman	41
Educa. A500D ---	School Admin. I: Functions and Organization	Dr. Walter	41
Educa. A500F ---	School Admin. III: Community Relations	Dr. Atkinson	40
Educa. A503 ---	Methods & Instr. of Research	Dr. Lutz	37
Educa. A504A ---	Curr. Constr. in Sec. School	Mr. Salt	39
Educa. A505 ---	Org. & Admin. of Ex-Curr. Act.	Dr. Morehead	36
Educa. A508 ---	Supv. of Inst. in Sec. Schools	Dr. Salisbury	33
Educa. A521A ---	Educa. & Psy. Meas. in Guidance	Dr. Katz & Miss Mathews	42
Educa. A534 ---	Community Resources for Guid.	Miss Trexler	24
Educa. A535 ---	Vocational Guidance	Dr. Coughlin	32
Educa. A537 ---	Social-Moral Guidance	Dr. Davis	32
Educa. A539 ---	Elem. School Guidance Service	Dr. Gelfond	26
Educa. A551 ---	Princ. & Tech. of Guidance	Dr. Booth	44
Educa. A556 ---	Improv. of Read. in Sec. School	Dr. Letson	25
English A530 ---	Dante & His Influence in England and America	Dr. Krause	14
English A535 ---	Eighteenth Century Literature	Mr. Pettegrove	22
English A538 ---	American Lit. of Social Prob.	Dr. Fulcomer	23
Fine Arts A200AX-	Theatre Arts (Cancelled)	Miss Osgood	--
Fine Arts A200BX-	Theatre Arts (Cancelled)	Miss Osgood	--
Fine Arts A202AX-	Painting	Mr. Harris	14
Fine Arts A300AX-	Art and Civilization (Cancelled)	Mr. Kampf	
Fine Arts A403A--	Print Making	Mr. Vernacchia	14
Fine Arts A403B--	Print Making	Mr. Vernacchia	3
Fine Arts A460 --	Photography: A Contemporary Art Form	Mr. Martens	19
Fine Arts A474A--	Arts & Crafts in Educa. I	Miss Osgood	16
Geog. A421X ---	Population Prob. of the World	Mr. Boucher	11
Hlth. Ed. A408---	Driver Education	Dr. Coder	19
Hlth. Ed. A411---	School Health Services	Mr. Schmidt	34
Ind. Arts A202A--	Metals and Power I	Mr. Tressler	15
Ind. Arts A202B--	Metals and Power II	Mr. Tressler	2
Ind. Arts A403 --	Metals and Power III	Mr. Tressler	2
Ind. Arts A300A--	Principles, Methods, and Curriculum in Ind. Arts	Dr. Duffy	7
Ind. Arts A520--	Seminar in History of Ind. Arts Education	Dr. Earl	14
Ind. Arts A521--	Seminar in Vocational Educa. in New Jersey	Dr. Franksen & Mr. Hausmann	20
Math. A400 ---	Educational Statistics	Mr. Maletsky	19
Math. A407 ---	Advanced Calculus	Mr. Manheim	12
Math. A409 ---	Intro. to Contemp. Math.	Dr. Sobel	27
Math. A453 ---	Differential Calculus	Mr. Schumaker	21

FINAL REGISTRATIONS (Continued) Page 4

			No. of Students
Math. A501A ---	Admin. & Supv. of Math. Part I	Mr. Humphreys	11
Math. A508 ---	Elements of Geometry	Dr. Meserve	20
Math. A515 ---	Differential Equations	Mr. Manheim	8
Math. A523 ---	Theory of Probability	Mr. Clifford	19
Math. A530 ---	Math. Materials and Their Appl. in Teaching Math.	Dr. Struyk	25
Math. A531 ---	Survey of Higher Math.	Dr. Kanter	13
Math. A602A ---	Workshop in Contemporary	Dr. Sobel	27
Math. A602B ---	Math.	Dr. Sobel	27
Math. A602C ---		Dr. Sobel	27
Music A420 ----	The Art Song	Dr. Mc Eachern	13
Music A491 ---	Methods and Materials for Teach. Woodwind Instruments(Canc.)	Mr. Christman	--
Sci. A401X ---	Teaching Sci. in Sec. Schools	Dr. Gawley and	
Sci. A401X ---	Teaching Sci. in Sec. Schools	Dr. Reed	53
Sci. A410A ---	Jr. H. S. Sci. Demonstrations	Mr. Placek	26
Biol. A408A --	Biological Technique	Miss Kuhnen	26
Chem. A508 ---	Adv. Organic Chem.-Biochemistry	Dr. Gawley	25
Phys. A402 ---	Magnetism and Electricity	Dr. Smith	14
Phys. A410	Meteorology	Dr. Allen	27
Soc. St. A414 --	Modern England	Mr. Nazzaro	23
Soc. St. A434 --	Contemporary World Affairs	Mr. Beckwith	19
Soc. St. A437 --	Political Party System in the United States	Dr. Clayton	28
Soc. St. A450A --	Modern Economic Problems and Policies	Dr. Rellahan	17
Soc. St. A453B --	Development of Canada	Mr. Alloway	13
Soc. St. A481 ---	The West Indies	Mr. Bye	15
Soc. St. A492A --	Studies in Amer. Life: The East	Mr. Bye	12
Speech A462 ---	Group Discussion and Leadership	Mr. Ballare	8
Speech A464 ---	Psychology of Oral Communication	Dr. Scholl	7

Note: In most cases where the enrollment figures are fewer than 9 or 10, this course was combined with another and conducted as one course.

NOTES AND OBSERVATIONS

1. Enrollment statistics continue to show an increase over previous years. The 1,064 individual students enrolled represents an increase of 36% over the Fall semester, 1957 and 45.8% over the Fall semester, 1956. This increase accounts only for students enrolled and does not reflect the actual work-load of the Part-Time and Extension Division. In order to enroll this number of students, it is easy to imagine that contact was made with an additional 700 to 1,000 students. All indications lead to the fact that enrollments will continue upward.

2. The number of students seeking teacher certification (Liberal Arts graduates and others) has grown to approximately 500 in this semester. The Junior League teacher-recruitment sponsored in Montclair and surrounding communities has assisted in identifying source of these students and has resulted in some very favorable public relations for the college.

3. Dreyfus Foundation students, National Science Foundation students, and students enrolled in the Continental Classroom project accounted for approximayely 100 of the total students enrolled.

4. The policy of excluding part-time students from daytime courses was initiated in this semester. The number of students enrolled in this manner was reduced from 190 in the Fall, 1957, to 61 in the Fall, 1958. In the future, only extreme hardship cases will be granted permission to enroll in daytime courses and additional certification courses will be added to meet students' needs.

5. This Division wants to express its thanks to all faculty and staff for the assistance rendered during registration periods.

MONTCLAIR STATE COLLEGE

GRADUATE DIVISION
PART-TIME AND EXTENSION DIVISION

REPORT AND COMPARISON OF ENROLLMENTS FOR SUMMER 1958 WITH SUMMER 1957

	Summer 1958	Summer 1957
INDIVIDUAL STUDENTS		
Number enrolled in on-campus course	628	652
Number enrolled in off-campus course	79	0
M.S.C. Undergraduates in Special Music (½ Cr.) courses	3	1
TOTAL	710	653
CLASSIFICATION OF STUDENTS ENROLLED		
Graduate Students	563	505
Undergraduate Students	147	148
TOTAL	710	653
Veterans (still taking work under G.I. Bill)	0	1
COURSES GIVEN		
On-Campus	82	76
Off-Campus	4	0
Special Music Off-Campus (½ Cr.)	3	1
Total Number of Sections (Split courses, double sections, etc.)	99	84
REGISTRATIONS IN COURSES GIVEN		
Field Studies Courses	35	61
Driver Education	44	44
Special Music Courses (½ Cr.)	4	1
Other Summer Session Courses	1,641	1,302
TOTAL	1,724	1,472
Average number of courses taken per student	2.43	2.25
Average number registrations per section of courses offered	17.4	19
SEMESTER-HOURS LOAD		
Total number of semester-hours taken by all students	3,854	3,300½
Average number of semester-hours per student	5.4	5.5
WEIGHTED SCORE--Equivalent number of full-time students enrolled		
Total semester-hours divided by 16	240.9	206.3
Total semester-hours divided by 15	256.9	220.0
Total semester-hours divided by 14	275.3	235.7

(This information is furnished to supply figures for State Department of Education questionnaires when the divisor is different from that used at Montclair State College.)

SEMEST R-HOURS TAKEN BY STUDENTS

Number Students	Taking S.H.	Total S.H. Taken
2	½	1
72	2	144
46	3	138
142	4	568
11	5	55
282	6	1692
25	7	175
109	8	872
2	9	18
18	10	180
1	11	11
710		3854

DISTRIBUTION (Graduate and Undergraduate--Men and Women)

Graduate Students	Men	329	Women	234	Total	563
Undergraduate Students	Men	69	Women	78	Total	147
Total Students Enrolled	Men	398	Women	312	Total	710

DISTRIBUTION OF ENROLLMENT BY SECTIONS

Number of class sections with enrollments between:

1- 9	27
10-19	34
20-29	22
30-39	11
40-49	3
50-99	2
TOTAL	99

FINAL REGISTRATIONS

Bus. Ed.	S421	Finance & Investments for Families	Dr. Haas	6
Bus. Ed.	S501A	Research Seminar In Business	Dr. Van Dervoer	9
Bus. Ed.	S502	Principles & Problems of Bus. Ed.	Dr. Haas	12
Bus. Ed.	S505	Tests & Measurements in Bus. Ed.	Dr. Haas	9
Bus. Ed.	S520B	Improvement of Instruction in Bus. Ed.	Dr. Van Dervoer	7
Bus. Ed.	S532	Field Studies & Aud. Vis. Aids in Bus. Ed.	Mr. Sheppard	12
Bus. Ed.	S533	Supervised Work Exp. & Seminar	Discontinued	
Educ.	S200A	Child Growth and Development	Dr. Walter	41
Educ.	S200B	Adolescent Psychology & Mental Health	Dr. Lutz	28
Educ.	S200B	Adolescent Psychology & Mental Health	Dr. Lutz	28
Educ.	S200B	Adolescent Psychology & Mental Health	Dr. Seidman	29
Educ.	S300A	Aims & Organ. of Sec. Education	Mr. Beckwith	40
Educ.	S300A	Aims & Organ. of Sec. Education	Dr. Kennedy	40
Educ.	S300B	Princ. & Tech. of Tchg. in the Secondary School	Mr. Beckwith	30
Educ.	S300B	Princ. & Tech. of Tchg. in the Secondary School	Mr. Beckwith	36
Educ.	S300B	Princ. & Tech. of Tchg. in the Secondary School	Dr. Kennedy	31

Educ.	S300B	Princ. & Tech. of Tchg. in the Secondary School	Dr. Kennedy	29
Educ.	S400A	Princ. & Philosophy of Sec. Educ.	Mr. Salt	39
Educ.	S400A	Princ. & Philosophy of Sec. Educ.	Dr. Young	61
Educ.	S408	Selection & Utilization of Audio-Visual Materials	Miss Fantone	51
Educ.	S410	Teaching Materials Workshop	Miss Fantone	17
Educ.	S476	Elementary School Health & Phys.Ed.	Mr. De Rosa	7
Educ.	S478	Elementary School Science	Mr. Allen	15
Educ.	S479	Elementary School Social Studies	Dr. Moffatt	8
Educ.	S500A	Basic Educational Trends	Dr. Walter	28
Educ.	S500C	Recent Trends in Sec. School Methods	Mr. Salt	36
Educ.	S500D	School Admin. I:Functions & Organ.	Dr. Walter	23
Educ.	S500E	School Admin. II:Law & Finance	Dr. Morehead	23
Educ.	S500F	School Admin. III:Comm. Relations	Dr. Atkinson	16
Educ.	S502	Organ. & Admin. of the Modern H.S.	Dr. Atkinson	19
Educ.	S503	Methods & Instruments of Research	Dr. Froehlich	14
Educ.	S503	Methods & Instruments of Research	Dr. Froehlich	14
Educ.	S503	Methods & Instruments of Research	Dr. Froehlich	11
Educ.	S504A	Curriculum Construction in Sec. Sch.	Mr. Salt	34
Educ.	S505	Organ. & Admin. of Extra-Curr. Activ.	Dr. Willing	15
Educ.	S508	Supervision of Instruction in Sec. School	Dr. Atkinson	31
Educ.	S520	Principles of Mental Hygiene	Dr. Seidman	11
Educ.	S521A	Educ. & Psychological Measurements in Guidance	Dr. Seidman	28
Educ.	S530A	Corrective & Remedial Reading in the Secondary School	Mr. Denberg	14
Educ.	S535	Vocational Guidance	Dr. Golfond	7
Educ.	S536	Educational Guidance	Dr. Davis	12
Educ.	S538	Group Guidance & Counseling Activ.	Dr. Booth	16
Educ.	S539	Elementary Sch. Guidance Services	Discontinued	
Educ.	S551	Principles & Techniques of Guidance	Dr. Golfond	35
Educ.	S554	Psychology & Educ. of Exceptional Children	Dr. Booth	34
Educ.	S556	Improvement of Reading in Sec. Sch.	Mr. Denberg	10
Educ.	S602	Seminar in Guidance	Dr. Davis	6
Eng.	S100C	Fundamentals of Writing	Dr. Earley	14
Eng.	S435	Stagecraft	Mr. Fox	7
Eng.	S446	The One-Act Play	Mr. Fox	6
Eng.	S454	Training the Speaking Voice	Dr. Scholl	9
Eng.	S459X	A Survey of Great Chinese Literature	Dr. Mei	5
Eng.	S503	Geoffrey Chaucer and His Times	Dr. Krauss	12
Eng.	S514	Origin & Development of the Arthurian Legend	Dr. Krauss	6
Eng.	S518	The Major Romantic Poets	Mr. Pettegrove	13
Eng.	S519	English in the Modern High School	Dr. Fulcomer	38
Eng.	S521	English Literature of Social Problems	Mr. Pettegrove	11
Eng.	S531	Seventeenth Century Literature	Mr. Hamilton	9
Eng.	S533	Masters of American Literature	Dr. Fulcomer	23
Eng.	S544A	Shakespeare--The Tragedies	Mr. Hamilton	13
Fine Arts	S101A	Design in Materials (Combined with F.A. S102A)	Mr. Vernacchia	1
Fine Arts	S102A	Ceramics	Mr. Vernacchia	1
Fine Arts	S402A	Textile and Costume Arts	Discontinued	
Fine Arts	S403A	Print Making	Mr. Vernacchia	15

Fine Arts	S406A	Art Workshop I	Mr. Vernacchia	13
Fine Arts	S406B	Art Workshop II (Combined with F.A. S406A)	Mr. Vernacchia	1
Fine Arts	S474A	Arts and Crafts in Education	Mr. Vernacchia	23
Fine Arts	S474B	Arts and Crafts in Education II (Combined with F.A. S474A)	Mr. Vernacchia	2
Geog.	S406	Geology	Discontinued	
Geog.	S414A	Advanced Economic Geography	Discontinued	
Geog.	S418	Regional Geography of North America	Mr. Boucher	11
Health Ed.	S408	Driver Education	Dr. Coder	20
Health Ed.	S408	Driver Education	Dr. Coder	24
Health Ed.	S411	Health Education--School Health Services	Mr. De Rosa	29
Ind. Arts	S101B	Graphic Arts and Drawing II (Combined with I.A. 201A & 301A)	Dr. Earl	1
Ind. Arts	S201A	Wood and Crafts, I	Dr. Earl	8
Ind. Arts	S301A	Wood and Crafts, III (Combined with I.A. 301A)	Dr. Earl	1
Ind. Arts	S402	Comprehensive General Shop	Dr. Earl	10
Ind. Arts	S501	Curriculum Construction & Course Organization in I.A. Education	Discontinued	
Ind. Arts	S503	Problems in Teaching Ind. Arts	Dr. Frankson	5
Math.	S300	The Social & Commercial Uses of Math	Mr. Reed	20
Math.	S400	Educational Statistics	Mr. Humphreys	29
Math.	S400	Educational Statistics	Mr. Reed	32
Math.	S401X	The Tchg. of Math in Sec. Schools	Mr. Humphreys	11
Math.	S503	Foundations of Algebra	Dr. Sobel	22
Math.	S507	The Teaching of General Math	Dr. Sobel	24
Math.	S509C	A Critical Interpretation of Math in the Jr. High School	Mr. Humphreys	7
Math.	S510C	Applications of Math: Geography, Astronomy, Navigation	Mr. Reed	19
Math.	S521	Analytical Mechanics	Discontinued	
Music	S104A	Applied Music	Mr. Hayton	2
Music	S204B	Organ (Primary)	Mr. Hayton	1
Music	S310A	Voice (Secondary) (Combined with Music 204B)	Mrs. Hayton	1
Music	S460	Musical Studies in Europe	Mr. Kahn	17
Chem.	S408A	Industrial Chemistry, Part I	Dr. Reed	19
Chem.	S501	The Tchg. of Chemistry in Sec. Sch.	Dr. Reed	22
Physics	S406A	Astronomy	Mr. Allen	11
Physics	S411A	Photography	Dr. Smith	13
Physics	S512	Modern Physics	Dr. Smith	12
Soc. St.	S408	A History of New Jersey	Dr. Moffatt	20
Soc. St.	S439	The Family and Its Problems	Dr. Clayton	22
Soc. St.	S446	Current Problems in Economics & Government	Dr. Rellahan	10
Soc. St.	S455	Social Legislation	Dr. Rellahan	20
Soc. St.	S462	Continental United States	Mr. Bye	18
Soc. St.	S491A	Workshop in Citizenship Educ. I	Dr. Clayton	10
Soc. St.	S498X	China and the Far East	Dr. Mei	7
Grad.	S500	Masters Thesis	Dr. Rellahan	2
			TOTAL	1,724

NOTES AND OBSERVATIONS

1. Summer session enrollment continues to increase:

1955 -- 564
1956 -- 579
1957 -- 653
1958 -- 710

2. Enrollment of certification students in larger numbers indicates we should plan for at least two sections of Education S200A, S200B, S300A, S300B, S400A, S408, Health Education S411. Perhaps we might plan for three sections of several of these courses.

3. Enrollments in Elementary Education courses indicates that we should not offer the following courses in the Summer Session:

Education S472, S473, S475A, S475B
S476, S477, S478, & S479

4. The recent changes in certification regulations for Directors of Student Personnel requires more Psychology courses than we now offer. We should plan for additional courses in this area.

5. There is immediate need for an undergraduate (Beginning course) in Guidance in the Public Schools. If we can plan for a course of this type, we can restrict enrollment in Education S551 to those students who are required to take this course as a pre-requisite for other guidance courses in the A. M. program.

MONTCLAIR STATE COLLEGE

THE LIBRARY

REPORT TO THE PRESIDENT

Academic Year
1958 - 1959

I. TRENDS AND DEVELOPMENTS

A. STAFF CHANGES

This was a year of staff changes. Mrs. Florence Brainard retired as Cataloger and Assistant Librarian, September 1, 1958. To replace her the library secured Dr. Edith G. H. Lenel. Dr. Lenel has her Doctorate from the University of Konigsberg, Germany, and her library school degree from Columbia University, School of Library Science. She has also had a wide experience in cataloging. In addition Dr. Lenel is teaching one section of freshman German in the college foreign language department.

Mrs. Dorothy Sked, College High Librarian, resigned in June, 1958, to take a position as librarian with the Hoffman - La Roche Pharmaceutical Company. As a replacement for her we secured Mrs. Dorothy Walter who had her library degree from Columbia University, School of Library Service and has had varied experience in large high schools in New York State.

An additional staff member was added to the library in September, 1958. Miss Elsie Gibson who had her Library School degree from Rutgers University, School of Library Science. Miss Gibson had had experience as Librarian in the Panzer School of Physical Education and had been assistant cataloger at the Bloomfield College Library. Before going into library work Miss Gibson had a great deal of experience in business offices.

Miss Marie Smith, Senior clerk stenographer, was transferred to the library staff in October, 1958, from the admissions office.

Miss Cridlebaugh, the College Librarian was promoted to Associate Professor.

The graduate and part-time division put two professional librarians on their payroll to help at the desk two nights a week. The library secured Mr. Malkus, on the staff of the Veterans Administration in South Orange, New Jersey. Also secured was Mr. Dane of the Newark Public Library.

Because of Miss Cridlebaugh's illness in December, 1958, and leave of absence until March 15, 1959, the college library employed Mrs. F. Angoff. Mrs. Angoff is a graduate of Simmons College with library major. She was put on approximately 4/5 time to help wherever she was most needed.

KEYSTONE STATE COLLEGE

THE LIBRARY

REPORT TO THE PRESIDENT

Academic Year
1958 - 1959

I. PERSONNEL AND DEVELOPMENTS

A. STAFF CHANGES

This was a year of staff changes. Mrs. Florence Swainhart resigned as Cataloger and Assistant Librarian, September 1, 1958. Its replacement was the Library secured Dr. Edith E. H. Lessel. Dr. Lessel has her Bachelors from the University of Southampton, Germany, and was library school degree from Columbia University, School of Library Science. She has also had a year experience in cataloging. In addition Dr. Lessel is teaching one section of French German in the college Foreign Language department.

Mrs. Dorothy Shaw, College High Librarian, resigned in June, 1958, to take a position as Librarian with the Bolivar - La Gorce Phosphorus Company. In a replacement for her we secured Mrs. Dorothy Walter who had her library degree from Columbia University, School of Library Service and has had varied experiences in large high schools in New York State.

An additional staff member was added to the library in September, 1958. Miss Claire Gibson who had her library school degree from Syracuse University, School of Library Science. Miss Gibson had had experience as librarian in the Fenner School of Personal Education and had been assistant cataloger at the Bloomfield College Library. Before going into library work Miss Gibson had a great deal of experience in business offices.

Miss Marie Baxter, Senior clerk stenographer, was transferred to the library staff in October, 1958, from the admissions office.

Miss Crittenden, the College Librarian was promoted to Associate Professor.

The students and part-time librarian put two professional librarians on their payroll to help in the book two nights a week. The library secured Mr. Malone, on the staff of the Veterans Administration in South Orange, New Jersey. Also secured was Mr. Shaw of the Newark Public Library.

Because of the Crittenden's illness in November, 1958, and leave of absence until March 15, 1959, the College Library employed Mrs. E. Hogarth, Mrs. Hogarth is a graduate of Emerson College with library major. She was put on approximately 4/5 time to help wherever the was most needed.

B. BUILDING AND EQUIPMENT

The Montclair State College and the Panzer College of Physical Education, Health and Recreation merged in July, 1958. This meant adding a library of approximately 10,000 volumes to a library already very crowded for book and reading space. Additional shelving had to be purchased for many areas, and use was made of the equipment brought over from Panzer. All the older periodicals had to be moved and were shelved in the library annex. Thus giving room for the books from Panzer. A specially constructed table for the magazine indexes was added to the library equipment.

C. LIBRARY INSTRUCTION

Miss Merlehan was again asked to plan and head the Library Instruction program. Lessons similar to that used of the previous year were used.

II. SPECIAL EVENTS AND ACCOMPLISHMENTS

A. STAFF ACTIVITIES

Miss Cridlebaugh, College Librarian, attended the American Library Association Convention at San Francisco in the summer of 1958.

Miss Gibson and Miss Cridlebaugh attended the North Atlantic Regional Conference of the American Library Association at Atlantic City, in October, 1958.

Miss Cridlebaugh attended a three day conference on building and equipment held by the American Library Association, College Park, Maryland, in June 1959.

Miss Cridlebaugh was on the Library Education Committee of the New Jersey Library Association for the second year.

B. COLLEGE LIBRARY ACTIVITIES DURING THE 50th ANNIVERSARY

The College Library was host to the College and University section of the New Jersey Library Association at its fall meeting. A discussion of college student's reading was held.

The library was asked to take part in the panel discussion on the Library and the Social Studies Teacher as a part of the Social Studies department program for the 50th anniversary. Miss Merlehan served as chairman of the panel. The members of the panel consisted of; Miss Eileen Brown, young peoples librarian at Bloomfield Public Library, Miss Eleanor McKinney, of the Parsippany Regional High School Library, Miss Marguerite Baechtold, librarian at the Junior High School in Ridgewood, New Jersey. From the Social Studies teachers view point Dr. Fred Cranse of the Bloomfield Public School.

The library had a special display of the books and writings of John Ciardi, poet and critic who spoke ~~on~~ at the English Departments 50th Anniversary program.

B. BUILDING AND EQUIPMENT

The Montclair State College and the Paterson College of Physical Education, Health and Recreation merged in July, 1950. This merger added a library of approximately 10,000 volumes to a library already very crowded for book and reading space. Additional shelving had to be purchased for many areas, and use was made of the equipment brought over from Paterson. All the older periodicals had to be moved and were stored in the library annex. Thus giving room for the books from Paterson. A specially constructed table for the magazine indexes was added to the library equipment.

C. LIBRARY INSTRUCTION

Miss Pudlahen was again asked to plan and head the Library Instruction program. Lessons similar to that used of the previous year were used.

II. SPECIAL EVENTS AND ACCOMPLISHMENTS

A. STAFF ACTIVITIES

Miss Crichlebough, College Librarian, attended the American Library Association Convention at San Francisco in the summer of 1950.

Miss Gibson and Miss Crichlebough attended the North Atlantic Regional Conference of the American Library Association at Atlantic City, in October, 1950.

Miss Crichlebough attended a three day conference on building and equipment held by the American Library Association, College Park, Maryland, in June 1950.

Miss Crichlebough was on the Library Education Committee of the New Jersey Library Association for the second year.

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The Library had a special display of the books and writings of John Clardi, poet and critic who spoke on the English Department 50th Anniversary program.

III. STATISTICS LIBRARY

A. Accessions and Withdrawals

	Main	Textbook Exhibit	Total Main	High School	Total
In Library July 1, 1958	63,579	6,145	69,724	4,499	74,223
added 1958/59	1,695	167	1,862	192	2,054
added through Panzer merger	9,223		9,223		9,223
TOTALS	74,497	6,312	80,809	4,691	85,500
Withdrawals 58/59	801		801		801
In Library July 1, 1959	73,696	6,312	80,008		84,699

B. Budget Allocation

	1958/59	Expenditures
Books, Main and H.S.	$ 9100	$ 8,836.21
Periodicals	2100	2,350.43
Binding	1000	911.15
Supplies	800	847.25
TOTAL	$13,000	$ 12,945.04

C. Circulation

Reserved Books	7,401
Non Reserve	43,766
TOTALs	51,167

of this total 2,852 were faculty loans.

III. STATISTICS [illegible]

A. Acquisitions and Circulation

	Male	Textbook Exhibits	Total Exho	Non-Textual	Total
In Library July 1, 1938	63,379	6,145	69,524	6,499	75,023
Added 1938/39	1,851	187	1,038	104	2,024
Added through Farmer Merger	9,817		9,817		9,817
TOTAL	74,997	6,332	80,809	6,603	87,399
Withdrawals 38/39	800		800		800
In Library July 1, 1939	73,996	6,332	80,008		86,599

B. Budget Allocation 1939/40

		Incremental Costs
Books, Maps and S.S.	$ 3100	$ 8,056.21
Periodicals	3100	3,370.53
Binding	1800	811.14
Supplies	300	800.41
TOTAL	$13,300	$ 12,938.08

C. Circulation

Inserted Books	2,800
Non Borrow	11,500
TOTAL	14,300

Of 1938 Volume 3,400 were Country Books.

C. NEW LIBRARY PLANS

In the event of a "yes" vote on the bond issue in November, 1959, for a new building program in the state the Library Staff met several times in the spring to set up its plans and a program for the new library which was financed by the bond issue.

D. MIDDLE STATE ASSOCIATION RE-EVALUATION RECOMMENDATIONS THAT HAVE BEEN IMPLEMENTED.

1. The College Librarian was made a member of the Administrative Council.

2. A Faculty Library Committee was formed.

Chairman	Dr. E. Fulcomer, Chairman of English Dept.
Secretary	Anne B. Cridlebaugh, College Librarian

3. There was an increase in the budget for the year and two additional staff members were employed as shown in this report under staff changes.

E. SPECIAL GRANTS AND GIFTS

The Dreyfus Fund Foundation granted this college money for in service training of teachers in science and mathematics. $1600 of this fund was allocated to us for library materials in these fields.

IV. RECOMMENDATIONS

A. The Librarian recommends that the staff be increased by ten members both clerical and professional for the following reasons:

1. To give the services needed by faculty and students.
2. To increase the hours the library is open.
3. To have a staff member to cover the Library Annex, where students are studying and the periodicals are shelved, thus avoiding great losses in the items so necessary to research and so expensive to replace.
4. To avoid disrupting services the library does give because of the absence and/or illness of any of the present staff members.
5. To more nearly meet the standards of the American Library Association and those set up by the Education Department of the State of New Jersey.

B. An increase in budget for necessary duplications, new books, new and expensive reference sets.

Respectfully submitted,

Anne B. Cridlebaugh

Anne B. Cridlebaugh
Librarian

MONTCLAIR STATE COLLEGE

COLLEGE HIGH SCHOOL LIBRARY

Report to the President

Academic Year
1958-1959

TRENDS AND DEVELOPMENTS

A. BUILDING AND EQUIPMENT

Three improvements are needed to make the library plant more adequate and functional. The first of these is additional shelf space. All of the existing shelf space is overcrowded. It is almost impossible to shelve any additional materials. The second need is to replace the library furniture. It is beyond repair and presents many problems and hazards. The third need is for an accoustical treatment of the library which would make it more suitable for library purposes. The first two of these items, shelves and new furniture, have been requisitioned.

New locks were put upon the library doors this year. This alleviated a problem of library materials disappearing because of a multiplicity of keys in circulation.

B. STAFF

The librarian has been assisted this year by two work-scholarship students. These students assisted in filing, checking shelves, and some of the clerical work. They also supervised the library during the librarian's lunch period.

C. ACTIVITIES OF THE LIBRARIAN

Since this has been the librarian's first year at College High and since College High is a rather unique institution, much of the librarian's time has been spent in orientation and analysis of the functioning of the library in this school. The schedules of the students, the non-resident nature of the faculty, and the relationships to the college and the college library all contribute to a most unusual situation. Many us ual library procedures do not apply to College High.

One item which might be mentioned is that of the attitude of the students toward the library. Apparently many of them considered the library as a recreational center, a place to play chess, checkers, and cards, and as an auxiliary lunch room. It has required considerable and consistent effort to change this attitude to something approximating a normal attitude toward a library as a place for study, reference work, and recreational reading.

[illegible] STATE COLLEGE

[illegible] COLLEGE LIBRARY

Report to the President

[illegible]
[illegible]

FINDINGS AND RECOMMENDATIONS

A. BUILDINGS AND EQUIPMENT

These improvements are needed to make the library plant more adequate and functional. The first of these is additional shelf space. All of the existing shelf space is overcrowded. It is almost impossible to shelve any additional materials. The second need is to replace the library furniture. It is beyond repair and presently many students and faculty members are uncomfortable using it. The third need is for an acceptable reproduction of the library which could give it more publicity for library purposes. The first two of these items, shelves and new furniture, have been recommended.

Ben Dodds copy of such the library been this year. This illustrates a problem of library [illegible] staff. Because of a multiplicity of jobs, he is overworked.

B. STAFF

The [illegible] has been [illegible] this year to the work-study students. Their [illegible] assisted in filing, [illegible] shelves, and some of the clerical work. They [illegible] the library [illegible] the librarian's [illegible] work.

C. ACTIVITIES OF THE LIBRARY

Since this was [illegible] the University's first year in College [illegible] and since College [illegible] a [illegible] institution, some of the library's time has been spent in orientation and analysis of the functioning of the library in this [illegible]. The library staff is striving, in non-technical ways of its [illegible], and the relationship to the College and the College library [illegible] to a more [illegible] situation. Many of our library procedures do not apply to College life.

One [illegible] which is mentioned in lieu of the activities of the students based the library. Generally many of them considered the library as a recreational center, a place to play cards, chatting, [illegible], and as an auditory [illegible] room. It has required considerable and consistent effort to change this attitude to something approximating a normal attitude toward a library as a place for study, reference work, and recreational reading.

A second problem has been that of an analysis of the library materials in terms of the needs of the students in differenct subject areas. Some progress has been made in improving the collection of materials in social studies, literature, and foreign languages. Much more remains to be done.

The Library Council has been largely inactive this year. There is considerable question in the librarian's mind whether the Council should be continued. These students are much more social than service minded. Many of the functions normally performed by a library council are taken care of by the work scholarship students. Attendance at a state convention had to be cancelled because of a conflict with a local high school program. The most successful activity was a Christmas Tea given to the faculty.

D. INSTRUCTION

Orientation instruction in the organization and use of the library was given to the incoming seventh grade students and others who were new in the school. Special work was done with the seventh and eighth grade social studies classes concerning the materials in this field. Individuals were assisted at all times during the year with their personal reference problems.

Some of the college students used the high school library for some of their work, particularly in the course in "Literature for Adolescents". The librarian worked with some of the speech students in finding materials for some of their projects.

E. STATISTICS

Books in the library, June, 1958.	4499	Number
Added by College Purchase		137
Added by purchase from other funds		55
Total added		192
Total Books		4691
Books Withdrawn		-
Net total		
Total Daily Circulation		2941

A second problem has been that of an analysis of the library materials in terms of the needs of the students in different subject areas. Some progress has been made in improving the collection of materials in social studies, literature, and foreign languages. Much more remains to be done.

The Library Council has been largely inactive this year. There is considerable question in the Librarian's mind whether the Council should be continued. Those students are much more social than serious minded. Many of the functions normally performed by a library council are taken care of by the work scholarship students. Whenever it a state convention has to be convened because of a conflict with a local high school program. The most successful activity was a Christmas Tea given to the faculty.

D. DISTRIBUTION

Orientation lectures had to be organization and use of the library was given to the incoming freshmen grade students and others who were new in the school. Special work was done with the seventh and eighth grade social studies classes concerning the materials in that field. Individuals were assisted at all times during the year with their personal reference problems.

Some of the college students used the high school library for some of their work, particularly in the capacity in "Librarians for Adolescents". The librarian worked with some of the senior students in finding materials for some of their projects.

E. STATISTICS

Books in the Library, June, 1950:	Juvenile	Adult
Added by Calvin's Purchase		137
Added by gifts from other funds		55
Total added		192
Total books		4,[illegible]
Books withdrawn		[illegible]
Net total		[illegible]
Total daily circulation		2,[illegible]

RECOMMENDATIONS

1. Purchase of additional shelves and replacement of furniture.
2. Accoustical treatment of the library.
3. Evaluation and possible modification of lighting.
4. Direct purchase of books by the college high school librarian.
5. Greater coordination with College High School instructors concerning the selection and use of library materials.

Respectfully submitted,

Dorothy Walter

Dorothy Walter
Librarian

RECOMMENDATIONS

1. Purchase of additional shelves and replacement of furniture.
2. Accelerated development of the library.
3. Evaluation and periodic modification of library.
4. Direct guidance of books by the college high school librarian.
5. Greater coordination with College High School curriculum concerning the selection and use of library materials.

Respectfully submitted,

Dorothy Walker
Librarian

Montclair State College

College High School

Report to the President

Academic Year
1958 - 1959

I. New Developments.

A. Eighth grade social studies program was reorganized. New course includes a semester of geography and a semester of United States history. Revision achieved two things:
   1. Course now typical of eighth grade social studies course taught in public schools.
   2. Course provides college students with greater variety of observations at junior high school level.

B. Ninth grade course in Basic Business was replaced by experimental course which embraces typing, brief hand, and the elements of basic business. Results of course at end of year suggest it may answer needs of college preparatory students in public schools who want business skills and background but who can take only a minimum number of hours in non-academic subjects.

C. Coeducational physical education classes were operated for the second straight year. Experience has revealed that such classes fail to provide adequate observational opportunities for college students.

D. Two graduate students in the field of personnel and guidance pursued a field-work course in guidance at College High School. These students were given directed experiences in individual and group counselling and testing and in utilizing a variety of guidance materials.

E. Offering modern foreign languages only on alternate years has proved to be an effective means of eliminating classes in these fields too limited in size to provide desirable observational experience for language majors.

F. Because of the uncertainty of the future of College High School repairs and redecorating were restricted to routine jobs.

Keith W. Atkinson
Director, College High School

II. Statistical.

Table 1 College High School Enrollment 1958 - 1959

	7th	8th	9th	10th	11th	12th	total
Boys	15	15	15	15	15	14	89
Girls	15	15	15	15	15	16	91
Total	30	30	30	30	30	30	180

Number of teachers devoting full time to College High School 2
Number of teachers devoting part time to College High School 40

Number of graduates in June 1959 30

Table 2 Summary of departmental student observations at CHS 1958-59

Business	290
English	3389
Social Studies	3136
Mathematics	3686
Science	2302
French	531
Spanish	343
Latin	247
Music	280

III. Recommendations.

A. More staff members should be assigned larger blocks of time in the Demonstration High School.

B. The College Administration should make a more determined effort to provide the Demonstration High School with staff members fully qualified to do demonstration teaching.

C. The College Administration should provide the leadership required:
   1. to get the various departments to use the demonstration facilities in a more defensible manner
   2. to get the physical education department to use available demonstration facilities.

Keith W. Atkinson
Director, College High School

New Jersey State Teachers College at Montclair

Department of Business Education

Report to the President
Academic Year
1958-1959

I. Developments and Trends

1. Dr. Nanassy was assigned to assist with Public Relations during the second semester. Mr. L. Houghton of Irvington High School took over part of his load. Dr. Haas and Dr. Froehlich were promoted to the rank of full professor. Dr. Van Derveer has been recommended for a similar promotion.

2. The undergraduate majors included:

	1958-59	1957-58	1956-57	1955-56	1954-55
Seniors	51	54	29	44	37
Juniors	35	40	34	31	39
Sophomores	70	50	57	55	38
Freshmen	75	80	55	41	45
	231	224	175	171	159

3. The revised complete business education program which was initiated in September 1954 was available to the students who are now graduating. This is the second group to receive their degrees with preparation in at least three of the four areas of business education. All of them are now qualified to teach the general business subjects and typewriting plus either bookkeeping or secretarial studies. Several have qualified in all four fields. The new state curriculum is now in its second year of operation.

II. Special Features and Accomplishments

1. The business program in the College High School was completely revamped on an experimental basis. It now includes a three point program in personal use typewriting, abbreviated longhand, and essential phases of general business.

2. Several members of the department helped to organize the Faculty Investment Group.

3. The Business Department cooperated with the Mathematics Department in the joint offering of Social Uses of Mathematics for Business Students.

4. The Business Department cooperated with the Home Economics Department in teaching a unit on health insurance for the benefit of home economics majors.

5. The Business Department cooperated with the college administration and several subject matter departments in preparing duplicated materials for instructional and public relations purposes. A service team was created to provide clerical assistance for worthwhile projects.

6. The United Business Education award was given to Alice Gionti, and the Epsilon Mu Epsilon award was given to Alice Gionti.

7. Pi Omega Pi, the honorary Business Education organization, initiated a large group of new members and now includes a good nucleus of students on campus. The local chapter was rated as 15th in achievement among the 80 chapters.

8. The staff members had several conferences to determine the potential success of freshmen and sophomore business education majors. Every student who was having difficulty in any course was called in for an interview and conference.

9. The entire staff attended professional meetings in Atlantic City on two occasions.

10. Individual staff members participated in programs at: Denver University, Colorado State College at Greeley, University of Colorado at Boulder, University of Southern California, San Diego State College, Oklahoma State University, and other professional meetings in Atlantic City, Washington, and New York City.

11. Several staff members cooperated with the State Education Department in the revision of the state certification requirements, and in the organization of a Junior College in the Atlantic City area.

12. In conjunction with the Fiftieth Anniversary Celebration, the department sponsored the following programs:

2. The Indiana Department cooperated with the Kansas Department in the joint sponsorship of social time at schoolhouses for Indiana students.

3. The Indiana Department cooperated with the Iowa Department in leading a drive to build a memorial for the health of Iowa schoolhouse children.

4. The Indiana Department cooperated with the College Women's Sorority and Phi Kappa Psi Fraternity in conducting a drive for contributions to the Indiana Institute for Commercial and Public Relations purposes. A service club was created to provide clerical assistance for committee workers.

5. The Indiana Department cooperated with the Indiana Women's Club in giving a dinner to the President of the Indiana Department of Public Welfare.

6. The Indiana Department distributed [illegible] to [illegible].

7. At Omega Phi, the Economy Chapter financed [illegible] activities. A large group of the members and the Initiates a good deal of activity in [illegible]. The local chapter has raised [illegible] in scholarship among the 30 chapters.

8. The staff members had several conferences in Indiana the principal purpose of furthering the sorority's [illegible] relations. Every member has been helpful [illegible] in any phase was called on for an investment [illegible].

9. The entire staff received professional training in Atlanta during [illegible].

10. Individual staff members participated in regional [illegible] Indiana University, Colorado State College of Agriculture, University of Colorado, [illegible], University of Southern California, [illegible] State University, and [illegible] Kansas State College, and [illegible] Iowa State.

11. Several staff members participated with the Iowa Department in the revision of the state [illegible] regulations, and in the reorganization of a Junior College in the Kansas City area.

12. In conjunction with the Illinois Department [illegible] the Department [illegible] the following [illegible]

October 22, 1958 (Wednesday) :	A Conference for School Superintendents, Principals and Chairmen of Business Departments, Supervisors, and Businessmen Theme: The Business Education Program of Tomorrow
November 19, 1958 (Wednesday):	A visiting day and conference for high school business education seniors Theme: A Career in Business and Education
February 18, 1959 (Wednesday):	Alumni Reunion, Business Education Graduates of Montclair and Paterson State Teachers Colleges "Should Auld Acquaintance Be Forgot" (Evening meeting)
March 18, 1959 (Wednesday):	Visiting day and conference for high school business teachers Theme: Improving Instruction In Business Education
April 22, 1959 (Wednesday):	Visiting day and conference-teacher training institutions, students and faculty Theme: Preparing Better Business Teachers
May 13, 1959 (Wednesday):	Workshop Conference for Business Teachers (afternoon and evening meetings) Jointly sponsored by the New Jersey Business Education Association and the Business Education Department at Montclair State Teachers College

13. The regional Business Education Workshop was held on the Montclair campus for the third time. The program was again conducted in cooperation with the NJBEA and was attended by approximately 300 students and teachers from high schools and colleges all over the state. All of the work was done by student committees.

October 28, 1970 (Wednesday)	A conference for School Superintendents, Principals and Curator of Science Education, Department of Education, Thursday, Friday, The Fairmont Chateau Laurier of Ottawa
November 18, 1970 (Wednesday)	A meeting for the performance for high school history students Theme: "Canada in Perspective" Ottawa
February 11, 1971 (Thursday)	School Counselor, Business Counselors Conference of Business and Technical Trade Teachers College Theme: "Are Young Women in Trouble?" (Special Meeting)
March 26, 1971 (Friday)	Attending day and conference for high school business students Theme: Improving Communication in Business Education
April 23, 1971 (Thursday)	Attending day and workshop-Teacher Training Institutions, Primary and Secondary Theme: "Teaching Social Studies Problems"
May 21, 1971 (Friday)	Business Conference for Business Students (Software and Analog Computer) Meeting conducted by the Ontario Society Business Education and the Business Teachers Association of Ontario Theme: Business Education Today Vocational Values

12. The regional Business Education Officers are part of the Inspectorate staff for the Ontario Schools. The purpose and scope remains as enunciated from the Minister and the Minister's Advisory Committee. Our inspectors are directly from high schools and colleges all over the province. All of the staff are now in regular positions.

14. A business education senior participated in the student teaching program at the Eastern Business Teachers Association Convention in Atlantic City.

15. Thirteen Business Education majors were on the dean's 3.5 honor list.

16. Van Derveer continued as editor of the Journal of Business Education.

17. Nanassy continued as editor of the Business Education Index.

18. Several of the staff members contributed articles to professional publications and made professional talks.

19. Check cashing service was continued for the fourth year.

20. The college provided consulting services to Edison Township High School and Montclair High School, Institute of Life Insurance, Westchester County Teachers Association, and U.S.A.F.I.

21. Freeman served as business advisor for SGA, the Faculty Student Cooperative, MAC, and MOC.

22. Faculty members served on many college committees and assisted many college groups locally as well as on the state level.

23. The placement record for this year is very good. Most seniors have already been placed and several other appointments are pending.

24. Many students joined professional organizations and subscribed to professional publications.

25. A follow up study was made of the 1958 graduates to determine their placement on jobs in teaching positions.

26. The department served as host to a group of visiting educators from Turkey.

27. Field trips were arranged to New York Stock Exchange and American Air Lines stockholders ~~met~~ meeting at Idlewild.

28. Visiting specialists were brought in to talk to several classes.

34. A business association member participated in the schools teaching program in the Eastern business function presentations conducted in Lincoln City.

35. Thirteen Eastern students signed duty as the Lincoln Jr. Chamber Life.

36. Ken Larson continues as editor of the Journal of Business Education.

37. Economy conditions as activity of the Business Education Section.

38. Interest of the small business participated activity to improve functional activities and seek professional help.

39. Clerk training course was conducted for the Lincoln area.

40. The activity provided consulting services to Nelson Investment Club Inc. and Lincoln Club Inc. Services to Lady Investors, Bloomington County Investment Association and F.T.A.A.I.

41. Promote service as business advisor for BA, the Faculty Business Conference, BAC, and BPC.

42. Faculty members serve in many college committees and activities. College income tax Lincoln as well as in the state level.

43. The placement record for this year is very good. Local business have already been placed and required other applicants for positions.

44. Many students joined professional organizations and worked to professional positions.

45. A drive on every day week of the 1970 promotion to determine their placement or prior to leaving institution.

46. The department served as host to a group of training students from Japan.

47. Field trips were arranged to Ben Franklin Business and Business for Career Conferences and to Lincoln.

48. Visiting professors were invited on to talk to present classes.

29. The department handled subscriptions to Consumers Union Reports for over 200 students and faculty members.

III. Recommendations

1. The department is seriously understaffed. We are having considerable difficulty in covering our typing classes. Most of our staff members are reluctant to tie up their time in the teaching of this specialized skill. We urgently need at least one more staff member who will specialize in the teaching of shorthand and typewriting.

2. We need a shorthand labratory which will help us to provide individualized instruction and drill in shorthand and typewriting.

3. The state requirement for work experience should be ~~made~~ met through an organized and supervised summer work experience program. The present haphazzard and individualized handling of this requirement is not satisfactory.

4. The department should be provided with enough staff and facilities to offer service courses for the benefit of all college students in typewriting, abbreviated longhand, investments, and consumer education.

5. Clinics are needed to provide remedial assistance in penmanship, spelling, and oral communication.

6. Better physical facilities are needed to house the department.

7. Additional personnel is needed in order to permit sufficient staff time to teach graduate courses as a part of the regular load.

8. The same type of Junior practice teaching now being offered in other departments should be available to Business Education majors.

9. Additional opportunities for observing a total program in Business Education should be provided.

10. The number of freshman now being omitted far exceeds the placement opportunities which will be available upon graduation.

M. H. Freeman
5-26-59

10. [illegible] [illegible] [illegible]

Montclair State College

DEPARTMENT OF EDUCATION

Report to the President

Academic Year

1958-1959

MONTCLAIR STATE COLLEGE

Department of Education

Report to the President Academic Year 1958-59

Introduction

There were several additions to the department and re-allocation of responsibilities. Dr. Allan Morehead was designated chairman (from Acting Chairman) of the Department, and Dr. Norman Lange was employed as Director of Student Teaching and Placement. The responsibilities attending the student teaching program, placement services, and the advisement of certification students were transferred from the Department chairman to the new Director.

Mr. Leonard Buchner and Mr. Raymond Lewin were added to the instruction staff. Dr. Allan Morehead was promoted to Professor, and Dr. Jerome M. Seidman to Associate Professor. On the following page is a summary table of staff degree status, with appointment and promotion dates.

Undergraduate Instruction

During this year the psychology courses in the sophomore year were increased from two to three semester hours each in conformity with the new revised college curriculum. This increase resulted in the addition of two teaching staff members.

The Education Department again found it necessary to hire part time supervisors of student teaching during the spring semester. The following people were employed for this purpose: Mrs. Mildred Cowan, Mrs. Victoria Filas, Mrs. Elizabeth Meyers, Mrs. Mildred Shore, Dr. W. Scott Smith, and Dr. Fredric Young. In addition, members of other departments here at the college, having less than full loads, were assigned to assist the department in this work. It is a question whether the other chairman assign their best supervisors to the Education Department, or whether these are residual assignments after major department class and supervisory assignments have been made.

Again it is recommended that Room 6, adjacent to the office, be assigned to the department in order to relieve the crowding in the faculty office.

Since the college enrollments continue to increase, it will soon be desirable to add another full-time secretary to the staff of the Education Department in order to take care of the increasing case load in student teaching and placement.

Education Department - TABLE #1 STAFF QUALIFICATION AND PROMOTION DATA

NAME	STAFF QUALIFICATIONS College	Degree	APPOINTMENT AND PROMOTION Asst. Inst.	Instructor AP II	Asst.Prof. I	Assoc.Prof.	Professor	COMMENTS
Morehead-47	Columbia U.	EdD		2/47	52-53	55-56	58-59	
Davis - 49	NYU	PhD			49-50	53-54	57-58	
Atkinson-51	Conn.	PhD				51-52	54-55	
Garland -51	Simmons	MS	51-52	53-54	1/57			
Lutz - 52	NYU	PhD			52-53	55-56		
Seidman- 55	NYU	PhD			2/55	58-59		
Salt - 56	NWst.	MA				56-57		
Walter - 57	Harvard	EdD					57-58	
Kennedy -57	NYU	PhD			57-58			
Floyd - 57	NYU	PhD			9/57	2/58		
Gallagher-57	MSC	MA		57-58				
Bichner-58	MSC	MA				58-59		
Lewin - 58	MSC	MA			58-59			
Lange - 58	Columbia U.	EdD						Director III (19 pos.) Dir.Stud.Teach.Placement

Enrollments in most sections of Education courses were higher than desirable. The following table shows the undergraduate enrollments for both semesters.

EDUCATION TABLE #2. Undergraduate Enrollment

Fall, 1958			
Ed. 100	Mental Hygiene & Pers. Adjustment	38, 32, 36, 34, 37	Davis
100	" "	18, 36, 33	Garland
100	" "	32, 28, 36	Floyd
201	Human Development & Behavior, I	36, 34, 33, 37	Buchner
201	" "	35, 35, 33, 34	Lutz
201	" "	19, 21	Brower
201	" "	42, 26, 34, 29	Seidman
201	" "	31, 35, 34	Floyd
201	" "	26	Davis
300A	Aims & Organization of Sec. Ed.	34, 33, 28	Lewin
300A	" "	35, 30	Atkinson
300A	" "	35, 33	Morehead
300A	" "	31	Seidman
300A	" "	34	Walter
300A	" "	35, 35	Salt
300A	" "	13, 20	Kennedy
400A	Prin. & Philosophy of Sec. Ed.	35, 34, 35, 25	Kennedy
400A	" "	37, 32, 33, 28	Lewin
400A	" "	34, 13	Salt
400B	Practicum	11	Morehead
461	Jr. High School Curriculum	11	Kennedy
472	Elementary School Curriculum	37, 33, 35, 35	Walter
473	Elementary School Language Arts	34, 29	Walter
474	Elementary Arts & Crafts	23	Snider
475	Elementary Music	19, 16	Morse
476	Elementary Health and Phys. Ed.	24	DeRosa
477	Elementary Mathematics	21	Humphreys
478	Elementary Science	20	Allen
479	Elementary Social Studies	25	Moffatt
Spring, 1959			
Ed. 100	Mental Hygiene & Pers. Adjustment	38, 32, 31, 33	Davis
100	" "	34, 33, 31	Floyd
100	" "	37, 34	Garland
202	Human Devel. & Behavior, II	31, 44, 45	Lutz
202	" "	25, 41, 28	Seidman
202	" "	37, 43, 36	Brower
202	" "	40, 39, 36	Floyd
202	" "	40, 37, 37	Buchner
300B	Prin. & Tech. in Teaching Sec. Sch.	32, 36, 28, 36	Lewin
300B	" "	23, 21, 35, 35	Kennedy
300B	" "	25	Salt
300B	" "	39, 39	Atkinson
300B	" "	20, 28	Seidman
300B	" "	31	Garland

Spring, 1959 (continued)

Ed. 400B	Practicum	31	Lewin
	"	32	Atkinson
	"	32	Davis
	"	31	Seidman
	"	34	Kennedy
	"	33	Walter
	"	33	Buchner
	"	32	Morehead
	"	16	Kennedy
	"	37	Salt
408	Select. & Utiliz. Audio-Vis. Mat.	41	Fantone
472	Elementary School Curriculum	35, 38	Walter
473	Elementary Language Arts	39, 17	Walter
474	Elementary Arts & Crafts	31	Osgood
475	Elementary Music	23, 20	Morse
476	Elementary Health & Phys. Ed.	30, 13	DeRosa
477	Elementary Mathematics	12	Humphreys
478	Elementary Science	29, 23	Allen
479	Elementary Social Studies	10, 13	Moffatt

College High School

No steps toward a more adequate plant for the college demonstration school were taken during this year. It is recommended that a new college high school to house 700 to 800 students having various abilities and interests be included in the next round of new buildings. If the college high school had a more adequate plant, student body, and consequently program, it would more nearly be the center of our teacher preparation program. It is still exactly the same size that it was when it opened its doors in 1929. Meanwhile, the college has grown many fold since that time.

Follow-Up

Again this year the employers of our graduates were requested to evaluate the work during their first year of teaching. The results are summarized in Education Table #3. It can be seen that practically all of the graduates were ranked either average, above average, or excellent in the qualities measured.

Graduate Instruction

Enrollments for the 1958-59 academic year in the Graduate and Extension follow.

Education Table #4. Fall and Spring Enrollments

Fall, 1958

Ed. A200A	Child Growth and Development	Dr. Brower	41
A200B	Adolescent Psych. & Mental Hygiene	Miss Claude	38
A200B	Adolescent Psych. & Mental Hygiene	Dr. Brower	43
A300A	Aims and Org. of Sec. Education	Mr. Lewin	41
A300B	Principles & Tech. of Tchg. in Sec. School	Mr. Lowther	42
A400A	Principles & Philosophy of Sec. Ed.	Dr. Nagy	40
A300B	Principles & Tech. of Tchg. in Sec. School	Mr. Simko	41
A400A	Principles & Philosophy of Sec. Ed.	Dr. Kennedy	41
A408	Selct. & Util. of Audio-Vis. Materials	Miss Fantone	43
A500B	Advanced Educational Psychology	Dr. Seidman	41
A500D	School Admin. I: Funct. and Organiz.	Dr. Walter	41
A500F	School Admin. III: Community Relations	Dr. Atkinson	40
A503	Methods & Instruments of Research	Dr. Lutz	37

Success Ratings for Class of 1958	EDUCATION TABLE #3 Failure	Below Average	Average	Above Average	Excellent
Personal Fitness	Sec.	III	卌 卌 卌 卌 卌 卌 III	卌 卌 卌 卌 卌 卌 卌 卌 卌 卌 III	卌 卌 卌 卌 卌 卌 卌 卌 III
	El.		卌 卌 I	卌 卌 II	卌 卌 卌 III
Professional Attitude	Sec. I	卌	卌 卌 卌 卌 卌 卌 卌 III	卌 卌 卌 卌 卌 卌 卌 卌 卌 卌 卌 卌 I	卌 卌 卌 卌 卌 卌 卌 卌
	El.	I	卌 III	卌 卌 II	卌 卌 卌 III
Classroom Management	Sec. II	卌 卌 II	卌 卌 卌 卌 卌 卌 卌 卌 卌	卌 卌 卌 卌 卌 卌 卌 卌 卌 卌 卌 III	卌 卌 卌 卌 卌 I
	El.	II	卌 卌 III	卌 卌 卌 III	卌 卌
Instructional Skill	Sec.	卌 II	卌 卌 卌 卌 卌 卌 卌 卌 卌 卌	卌 卌 卌 卌 卌 卌 卌 卌 卌 卌 卌 卌 III	卌 卌 卌 卌 II
	El.	I	卌 卌 II	卌 卌 卌 卌 I	卌 卌
Results With Children	Sec.	卌 卌	卌 卌 卌 卌 卌 卌 卌 卌 III	卌 卌 卌 卌 卌 卌 卌 卌 卌 卌 卌 II	卌 卌 卌 卌 卌 卌 卌

Fall, 1958 (continued)

Ed. A504A	Curriculum Construction in Sec. Sch.	Mr. Salt	39
A505	Organiz. & Admin. of Extra-Curr. Act.	Dr. Morehead	35
A508	Supv. of Inst. in Secondary Schools	Dr. Salisbury	33
A521A	Education.& Psych. Meas. in Guidance-	Dr. Katz & Miss Mathews	42
A534	Community Resources for Guidance	Miss Trexler	24
A535	Vocational Guidance	Dr. Coughlin	32
A537	Social-Moral Guidance	Dr. Davis	32
A539	Elem. School Guidance Service	Dr. Gelfond	26
A551	Principles & Tech. of Guidance	Dr. Booth	44
A556	Improv. of Read. in Sec. School	Dr. Letson	25

Spring, 1959

Ed. A200A	Child Growth and Development	Dr. Brower	40
A200B	Adolescent Psych. & Mental Hygiene	Miss Fahy	43
A300A	Aims and Org. of Sec. Ed.	Mr. Lewin	45
A300B	Prin. & Tech. of Tchg. in Sec. Sch.	Dr. Nagy	36
A300B	Prin. & Tech. of Tchg. in Sec. Sch.	Mr. Bucharest	35
A400A	Prin. & Philosophy of Sec. Ed.	Dr. Kennedy	43
A407A	T.V. in Ed.: Programming & Production	Miss Fantone	15
A409	Radio & Sound Equip. in the Classroom	Mr. Sheft	33
A410	Teaching Materials Workshop	Mr. Doremus	34
A440	Camping & Outdoor Education	Mr. Schmidt	20
A500A	Basic Educational Trends	Dr. Walter	43
A500C	Recent Trends in Sec.Sch. Methods	Mr. Salt	31
A500E	School Adm. II: Law and Finance	Dr. Morehead	29
A500E	School Adm. II: Law and Finance	Dr. Hoffman	29
A502	Org. & Admin. of Modern High School	Mr. Willard	27
A502	Org. & Admin. of Modern High School	Dr. Atkinson	34
A503	Methods & Instr. of Research	Dr. Froehlich	17
A503	Methods & Instr. of Research	Dr. Lutz	21
A520	Principles of Mental Hygiene	Dr. Seidman	45
A521B	Psychological Tests in Guid. Programs	Miss Mathews	35
A529	Field Work in Guidance	MissGallagher	2
A530A	Correct. & Remed. Reading in Sec. Sch.	Dr. Letson	26
A536	Educational Guidance	Miss Trexler	36
A538	Group Guid. & Counseling Activ.	Dr. Gelfond	35
A554A	Psych. & Educ. of Exceptional Children	Dr. Hauer	33
A602	Seminar in Guidance	Dr. Davis	18
A603B	Prin. & Practices of Research	Dr. Lutz	9

EDUCATION TABLE #5. Summer Enrollment, 1959

Ed. S200A	Child Growth & Development	Dr. Walter	25
S200B	Adol. Psych. & Mental Hygiene	Dr. Lutz	44
S201	Human Development & Behavior, I	Dr. Seidman	35
S202	Human Development & Behavior, II	Cancelled	
S300A	Aims and Org. of Secondary Education	Mr. Lewin	44
S300B	Prin. & Tech. of Teaching in Sec. Sch.	Mr. Lewin	39
S303	The Teacher in School & Community	Dr. Kennedy	34
S303	The Teacher in School & Commun ity	Dr. Seidman	29
S304	Princ. & Tech. of Sec. Education	Dr. Kennedy	32
S400A	Prin. & Philosophy of Secondary Ed.	Mr. Buchner	30
S400A	Prin. & Philosophy of S condary Ed.	Mr. Lewin	38
S400A	Prin. & Philosophy of Secondary Ed.	Mr. Salt	34

Summer Enrollment, 1959 (continued)

Ed. S406	Educational Sociology	Dr. Davis	16
S408	Select. & Util. of A.V. Materials	Miss Fantone	46
S409	Radio & SoundEquip. in the Classroom	Mr. Sheft	19
S461	The Junior High School Curriculum	Dr. Gelfond	24
S500A	Basic Educational Trends	Dr. Walter	18
S500C	Recent Trends in Sec. Sch. Methods	Mr. Salt	18
S500D	School Admin. I: Functions & Organiz.	Dr. Walter	28
S500E	School Admin. II: Law and Finance	Dr. Morehead	19
S500F	School Admin. III: Comm. Relations	Dr. Atkinson	15
S502	Org. and Admin. os the Modern H. S.	Dr. Atkinson	16
S503	Methods & Instruments of Research	Dr. Froehlich	18
S503	Methods & Instruments of Research	Dr. Froehlich	22
S503	Methods & Instruments of Research	Dr. Froehlich	18
S505	Org. & Admin. of Extra-Curr. Activ.	Dr. Morehead	29
S505	Org. & Admin. of Extra-Curr. Activ.	Dr. Willing	31
S508	Supv. of Instr. in Sec. Schools	Dr. Atkinson	17
S529B	Field Work in Guidance	Dr. Davis	1
S534	Community Resources for Guidance	Dr. Gelfond	32
S536	Educational Guidance	Dr. Booth	20
S550	Child & Adolescent Development	Dr. Booth	35
S551	Prin. and Tech. of Guidance	Dr. Golfond	49
S553	Core-Curr. & Life Adj. Program in H.S.	Mr. Salt	15
S554A	Psych. & Educ. of Exceptional Children	Dr. Booth	15
S556	Impr. of Reading in Sec. School	Mr. Buchner	19
S601C	Workshop in Education (Youth)	Dr. Davis	1
S602	Seminar in Guidance	Dr. Davis	19

Respectfully submitted,

Allan Morehead

Allan Morehead
Chairman
Education Department

Montclair State College

Department of English

Edwin S. Fulcomer, Ed. D.
Chairman, Department of English

Report to the President
Academic Year
1958-1959

ENROLLMENT FIGURES FOR YEAR 1958-1959
PART TIME AND EXTENSION

Course No.	Course Title	Sem. Hours	No. Sections	Total Enroll.	Instructor
	SUMMER SESSION - 1958				
S100C	Fundamentals of Writing	1		14	Earley
S459X	Survey of Great Chinese Literature	1		5	Mei
S530	Geoffrey Chaucer	2	1	12	Krauss
S514	Arthurian Legend	2	1	6	Krauss
S518	Major Romantic Poets	2	1	13	Pettegrove
S519	English in Modern High School	2	1	38	Fulcomer
S521	English Lit. of Social Problems	2	1	11	Pettegrove
S531	Seventienth Century Literature	2	1	9	Hamilton
S533	Master of American Literature	2	1	23	Fulcomer
S544A	Shakespeare-The Tragedies	2	1	13	Hamilton
	No. Sections			10	
	Total Enrollment			144	
	Average class size			14	
	FALL - 1958				
Eng. A530	Dante and His Influence	2	1	14	Krauss
" A535	Eighteenth Century Literature	2	1	22	Pettegrove
" A538	American Lit. of Social Problems	2	1	23	Fulcomer
	No. Sections			3	
	Total Enrollment			59	
	Average class size			20	
	SPRING - 1959				
302	American Literature	4	1	1	Conrad
A401X	Methods Teaching Eng. in Sec. Sch.	2	1	44	Meiers
404	Survey British Lit.	2	1	1	Krauss
407A	British-American Biography	2	1	1	Young
A421	The Short Story	2	1	33	Conrad
A432	Development of Drama	2	1	20	Earley
A506	John Milton	2	1	11	Hamilton
	Total No. A Sections			4	
	Total Enrollment			111	
	Average class size			28	
	Total Part Time & Extension			314	
	No. of A-S sections			17	
	Average size section			18	

[illegible]
[illegible] – 1950

Course No.	Course Title	Sem. Hours	Cr. Prelimy	Total Sem.Cl.	Instructor
	[illegible] – 1950				
8[illegible]00	Fundamentals of Writing	3		16	Bentley
8[illegible]07	Survey of Lower Division Literature	3		8	Ball
8[illegible]30	Descriptive Grammar	3	2	32	Fraser
8[illegible]4	Lyrics in Imagery	3	3	8	Grove
8[illegible]0	Native Speech: Poetry	3	3	13	Hutchinson
8[illegible]7	Equities in Modern Fiction	3	3	28	Pulcomer
8[illegible]3	Study in Lit. of Contrast Principles	3	8	12	Stetsgorve
8[illegible]1	Seventeenth Century Literature	3	3	7	Sandifer
8[illegible]9	Studies of Ancient Literature	3	3	17	Pulcomer
8[illegible]4	Contemporary-Film Technique	3	3	13	Hamilton

No. Sections ——————————— 10
Total Enrollment ——————————— 141
Average class size ——————————— 14

[illegible] – 1950

Eng. 4530	Drama and the Institutions	3	3	14	Graves
" 4575	Tragedy: Greek Literature	3	3	12	Stetsgorve
" 4590	Seventeen Lit. of Imagination	3	3	23	Pulcomer

No. Sections ——————————— 3
Total Enrollment ——————————— 49
Average class size ——————————— 20

[illegible] – 1950

302	Lecture in Literature	4	3	3	Cleveland
4[illegible]03	Graduate Teaching Sem. in Eng. Lan.	2	3	14	Graves
504	Survey Lit. in Lit.	3	3	3	Graves
5274	Grad Lit-Elements Comparative	3	3	3	Jones
4[illegible]7	The Short Story	3	3	13	Gordon
4[illegible]0	Development of Drama	3	3	10	Martin
4[illegible]5	John Milton	3	3	11	Hamilton

Total No. & Sections ——————————— 6
Total Enrollment ——————————— 111
Average class size ——————————— 19
Total Work Time & Instructors ——————————— 21
No. of A-3 Sections ——————————— 17
Average size Sections ——————————— 15

UNDERGRADUATE ENROLLMENT
FALL - 1958

Course No.	Course Title	Sem. Hours	No. Sections	Total Enroll.	Instructor
100A	World Literature R-E	3	1	36	Earley
100A	World Literature R-E	3	1	32	Krauss
100A	World Literature R-E	3	1	31	Blackburn
	Total 100A		3	99	
100C	Fundamentals of Writing R	3	2	41	Hamilton
100C	Fundamentals of Writing R	3	1	24	Pettegrove
100C	Fundamentals of Writing R	3	3	51	Dunlap
100C	Fundamentals of Writing R	3	1	25	Krauss
100C	Fundamentals of Writing R	3	4	86	Blackburn
100C	Fundamentals of Writing R	3	1	18	Bohn
100C	Fundamentals of Writing R	3	1	20	Meiers
100C	Fundamentals of Writing R	3	3	56	Rock
100C	Fundamentals of Writing R	3	2	37	Shore
	Total 100C		18	358	
100G	Western World Literature R-E	3	2	65	Dunlap
100G	Western World Literature R-E	3	1	31	Meiers
100G	Western World Literature R-E	3	1	24	Earley
	Total 100G		4	120	

Total No. General Education Sections----------25
Total No. General Education Registrations-----547
Average Size Composition Sections----------20
Average Size Literature Sections----------27

101	Language Arts R-E	3	1	27	Conrad
101	Language Arts R-E	3	2	40	Meiers
101	Language Arts R-E	3	2	40	Pettegrove
	Total 101		5	107	
201(NC)	American Literature R-E	3	2	63	Conrad
201(NC)	American Literature R-E	3	2	60	Rock
	Total 201		4	123	
201(OC)	Poetry-Chaucer - Frost R-E	4	1	13	Pettegrove
301(OC)	Literature for Adolescents	2	2	69	Meiers
301B	Shakespeare R-E	3	1	34	Hamilton
301B	Shakespeare R-E	3	2	58	Bohn
	Total 301B		3	92	
401	Teaching English in Sec. Sch. R	3	1	27	Bohn
401	Teaching English in Sec. Sch. R	3	1	28	Fulcomer
	Total 401		2	55	

[illegible]
[illegible] - 1984

Course No.	Course Title	Prog. Code	No. Sections	Total Enroll.	Instructor
1000A	World Literature I-A	I	1	16	Bentley
1000B	World Literature I-B	I	1	19	Fenwick
1000C	World Literature I-C	I	1	21	Ilkenberry
	Total 1000-		3	56	
1000D	Fundamentals of Writing A	I	1	41	Sheridan
1000E	Fundamentals of Writing B	I	1	31	Hollingsworth
1000F	Fundamentals of Writing C	I	1	27	Sewell
1000G	Fundamentals of Writing D	I	1	17	Dawson
1000H	Fundamentals of Writing E	I	1	26	Blumenthal
1000I	Fundamentals of Writing F	I	1	23	Hart
1000J	Fundamentals of Writing G	I	1	19	Barnes
1000K	Fundamentals of Writing H	I	1	22	Pick
1000L	Fundamentals of Writing I	I	1	27	Stone
	Total 1000-		9	252	
1000M	Western World Literature A-B	I	1	21	Bentley
1000N	Western World Literature A-C	I	1	31	Weldon
1000O	Western World Literature A-D	I	1	31	Bentley
	Total 1000-		3	83	

Total No. Composed Education Sections ---------- 15
Total No. Composed Education Enrollments ---------- 391
Average Size Composition Section ---------- 26
Average Size Literature Section ---------- 27

1021	Language Arts A-M	I	1	17	Lowery
1021	Language Arts B-N	I	1	10	McLeary
1021	Language Arts A-O	I	1	10	Fairchildgrove
	Total 1021-		3	37	
1021(WC)	American Literature I-P	I	1	21	Cotrel
1021(WC)	American Literature I-Q	I	1	20	Ahrle
	Total 1021		2	41	
1021(WC)	Poetry-Elective - Study I-R	I	1	12	Fairchildgrove
1021(WC)	Literature for Adolescents	I	1	24	Barnes
1021B	Shakespeare I-S	I	1	24	Blumenthal
1021W	Shakespeare A-T	I	1	28	Dodge
	Total 1021W-		4	88	
1101	Technical Writing in Bus. Ind. A	I	1	20	Brown
1101	Technical Writing in Bus. Ind. B	I	1	24	Fairchildgrove
	Total 1101-		2	44	

Course No.	Course Title	Sem. Hours	No. Sections	Total Enroll.	Instructor
402(OC)	Survey British Lit. R-E	4	2	57	Krauss
408	Creative Writing E	2	1	10	Conrad
419	Grammar for Teachers E	2	2	57	Fulcomer
420	High School Classics E	2	1	29	Hamilton
421	Short Story E	2	2	47	Conrad

Total No. Sections----------50
Total No. Registrations----------1206
Average Class Size----------24

SPRING - 1959

100B	World Literature II R	3	1	33	Krauss
100B	World Literature II R	3	1	31	Earley
100B	World Literature II R	3	1	27	Blackburn
	Total 100B----------		3	91	
100C	Fundamentals of Writing R	3	2	38	Rock
100C	Fundamentals of Writing R	3	3	51	Blackburn
100C	Fundamentals of Writing R	3	4	89	Dunlap
100C	Fundamentals of Writing R	3	2	47	Meiers
	Total 100C		11	225	
100G	Western World Literature R-E	3	1	38	Dunlapon
100G	Western World Literature R-E	3	1	27	Blackburn
	Total 100G----------		2	65	
102	Drama- to O'Neill R-E	3	1	27	Hamilton
102	Drama to O'Neill R-E	3	1	27	Bohn
102	Drama to O'Neill R-E	3	1	24	Meiers
	Total 102----------		3	78	
200C	Advanced Composition R	2	1	24	Hamilton
200C	Advanced Composition R	2	1	24	Conrad
200C	Advanced Composition R	2	1	18	Pettegrove
	Total 200C----------		3	66	
202(N)	American Literature R-E	3	2	65	Conrad
202(N)	American Literature R-E	3	2	52	Rock
	Total 202----------		4	117	
202	British-American Fiction R-E	4	1	10	Krauss
301A	Literature for Adolescents R-E	2	1	11	Meiers
302	Survey American Lit. R-E	4	1	45	Conrad
302	Survey American Lit. R-E	4	1	23	Rock
310	Journalism E	2	1	37	Krauss
401X	Teaching Eng. Sec. Sch. Ex	2	1	2	Meiers
404	Survey British Literature E	2	1	30	Krauss
407	British-American Biog. E	2	1	20	Conrad
420	High Sch. Classics E	2	1	42	Hamilton

Course No.	Course Title	Hours	Min. Grade	Credits	Total Equivalent
Junior(20)	Survey Biblical Lit. I-S	6	C	57	Genesis
402	Christian Ethics	3	C	3	40 Romans
403	Christian Ed. Leadership I	3	C	3	47 Education
420	Elem School Classroom I	2	I	2	44 Elem Educ
421	Church Music	2	C	3	47 Choral

Total Sem. Credits ——— 20
Total Sem. Equivalents ——— 1 Year
Average Class Size ——— 16

SECOND - 1950

1008	Social Relations: II B	3	C	3	31 Sociology
1009	Social Literature: II A	3	C	3	30 Literature
1009	Social Literature: II B	3	C	3	27 Sociology
	Total 1009			3	57
1002	Fundamentals of Speaking I	2	C	2	48 Speech
1003	Fundamentals of Speaking II	2	C	2	42 Education
1009	Fundamentals of Speaking I	1	B	1	45 Theatre
1009	Fundamentals of Speaking II	2	C	2	47 Education
	Total 1000			12	
1000	Reading Social Literature S-S I	1	C	1	38 Sociology
1000	Reading Social Literature S-S II	1	C	1	37 Education
	Total 1000			2	
102	Dress- Ex O'Well III S-S	3	C	3	27 Home Econ
102	Dress- Ex O'Well II S-S	3	C	3	27 Home
102	Dress- Ex O'Well I S-S	3	C	3	26 Sociology
	Total 102			9	
2002	Advanced Composition I	3	C	3	34 English
2002	Advanced Composition II	3	C	3	34 Composition
2002	Advanced Composition III	3	C	3	34 Speech/Drama
	Total 2002			9	
401(M)	Secondary Education S-S	3	B	6	65 Concept
401(M)	Secondary Education S-S	3	C	3	52 Study
	Total 401			6	117
402	Skills in-Secondary Education S-S II			2	40 Common
2002A	Literature for Adolescents S-S			3	41 Society
309	Survey Education Lit. S-S II			2	45 Course
309	Survey Education Lit. S-S I			2	43 Study
310	Journalism		B	2	37 Theatre
1001C	Reading Sec. Sch. Soc. Stu. 3S		C	1	2 Sociology
403	Survey Biblical Literature		C	3	30 Theatre
407	Ind Sch-Secondary Educ.		C	2	20 Counsel
430	Plan Sch. Discipline		C	2	40 Teach/Sec

Course No.	Course Title	Sem. Hours	No. Sections	Total Enroll.	Instructor
432	Development of Drama E	2	1	32	Pettegrove

Total No. Sections Gen. Ed.------16
Total No. Students Enrolled-----381
Average Class Size----------24

Total General Education Enrollment 1958-59
No. Sections----------41
No. Registrations----------928
Average Class Size----------20

Total Enrollment Spring 1959
No. Sections----------35
No. Registrations-D.R.I.-------894
Average Class Size----------25.5

Total Department Enrollment 1958-59
No. Sections----------102
No. Registrations----------2,414
Average Class Size----------23.6

College High School Enrollment
No. Sections----------12
Total Enrollment----------356

Grand Total
No. Sections----------114
Total Registrations---------2,770
Final Average----------24

Course No.	Course Title	Gen. Ed. Requires	No. Enroll.	Total Instructions
127	Jewelry of Brass II	P	4	37 Fritchcorne

Total No. Enrolled Gen. Ed.———14
Total No. Students Involved———21
Average Class Size———18

Total General Theoretical Enrollment 1968-69
No. Sections———10
No. Instructions———777
Average Class Size———80

Total Experimental Teaching Load
No. Sections———17
No. Instructional Hours———384
Average Class Size———22.6

Total Departmental Enrollment 1968-69
No. Sections———132
No. Instructional———1,113
Average Class Size———7.8

Teaching Aide Service Requirement
No. Sections———14
Total Enrollment———99

Grand Total
No. Sections———146
Total Instructions———2,770
Final Average———19

THE ENGLISH CLUB

OF

Montclair State College

presents

ENGLISH HUMANITIES FOR A CHANGING WORLD

HOW CAN HIGH SCHOOL STUDENTS BE BETTER PREPARED FOR COLLEGE ENGLISH?

January 17, 1959

Montclair State College

Program

9:00 - 10:00 a.m. REGISTRATION $ I.00 (Does not include lunch.)

10:00 - 11:30 a.m. ASSEMBLY Memorial Auditorium

Greetings: Dr. E. S. Fulcomer
Dr. H. C. Bohn
Tom Haas

Speakers: Mr. David Stevens, Newark Evening News
Mr. William Bertnall, Program Director, Educational Testing Service, Princeton, New Jersey
Mr. Norris Houghton, Producer and Director, Phoenix Theater

11:30 - 1:00 p.m. ROUND TABLE DISCUSSIONS

Arts - Faculty Lounge
Chairman - Phyliss Yorke
Panel Members - Miss Miriam Ercoli, Nutley, H.S.; Miss Carol Anstadt, N.Y. School of Interior Design; Mr. Robert Saunders, North Arlington H.S.: Mr. Walter Simon, Paterson State College.

College Boards - College High Auditorium
Chairman - Jane Garrity
Panel Members - Kathleen Tonner, North Arlington, H. S.;Miss Kathleen Sonne, Guidance Director, Nutley, H. S.; Miss Maryellen Symons, Bernard College; H. J. Gunther, Bound Brook H. S.

THE SOCIETY OF CLOWN

OF

Knickerbocker State College

presents

SHOULD DEMOCRACY FAIL A CONVENTION BUDGET

NOW CAN WE ON SCHOOL TEACHERS BY MEETING PROPERLY FOR COLLEGE PROFITS?

January 17, 1939

Knickerbocker State College

Program

2:00 - 10:00 a.m. REGISTRATION - $ 1.00 (Does not include lunch.)

10:00 - 11:30 a.m. ACADEMIC SECTIONAL INSTRUCTION

Presiding: Dr. J. L. Pilgamer
Mr. E. D. Dahm
Pro Tem

Speakers: Mr. Delia Stevens, Secret Evening Dem
Mr. William Dentzel, Prepare
Director, Educational Testing Service,
Princeton, New Jersey
Mr. Sterle Bugbyhem, Producer and Director,
Phoenix Theater

11:30 - 1:00 p.m. GENERAL LUNCH PROCEDURE

Lyric - Tuesday Lunch
Quadrangle - Physical Plant
Final Members - Mrs. Vi.Ann Lunch, Ending,
E.F.; Miss Carol Arnhart,
M.T. School of Interior Decorating
Mr. Robert Sandberg, North
Infirmary P.C.; Mr. Walter
Fisher, Fairview State College.
Dutiers Pantry - William Tyler Hubbelthum
Quadrangle - Alan Dunstly
Final Members - Tuesday Tavern, Sorrel
Antiques, V. V. Mike
Kitchen Supply, Students
Dormitory, Kitchy, E. S.;
Blue Serviceman Tavern,
Internal Dolman, T. A.
Gunther, Jerome Brook T. C.

HUMANITIES DAY

Sponsored By The
Department Of English

At

MONTCLAIR STATE COLLEGE

UPPER MONTCLAIR, NEW JERSEY

On

Thursday, April 16, 1959

PROGRAM

2:00 P.M.	An address by John Ciardi, "Poetry"
	Memorial Auditorium
4:30 P.M.	Tea
	Chapin Hall Lounge
7:00 P.M.	Dinner--College Cafeteria, Life Hall
	(Please make reservations on enclosed card.)
8:30 P.M.	An address by John Ciardi, "Dante"
	Memorial Auditorium

JOHN CIARDI, is one of our leading poets. He is also a leading expositor of poetry who has shown in his lectures, in his articles, and in his books, how modern poetry may be more fully appreciated. He is a thorough scholar whose Dante translation has put a new focus of light upon one of the world's great literary masterpieces. Mr. Ciardi is a Professor of English at Rutgers University, and he is poetry editor of the The Saturday Review.

Journalism - Faculty Lunch Room
Chairman - Pat Visocky
Panel Members - Herbert Califano, College High School; Mrs. Marie Sauer, Garfield H. S.; Martin Vander Wall, Montclair State College; Mr. George Reinfeld, Professor, Glassboro State College.

Literature - Room I
Chairman - Mary Stenson
Panel Members - Irene Chasalow, Columbia H.S.; Mrs. Maxine Hoffer, Nutley H.S.; Janet Campbell, Montclair State College; Dr. Arthur Bramhall, Professor, Jersey City State College; Mr. J. Stephen Bloore, Dean of Teaneck Campus of Farleigh Dickenson University.

Speech - Room 2 and 4
Chairman - Malcolm Valentine
Panel Members - Joan Vivian, Ramapo Valley Regional H.S.; Mrs. Betty Baker Engelke, Bloomfield H.S.; Mr. Kenneth A. Mc Lean, New York University; Mr. Robert L. Hilliard, Professor, Adelphi College.

Theater - Auditorium
Chairman - Gloria Alter
Panel Members - Ann E. Schmidt, Princeton H.S.; Mr. Albert Kupfer, West Orange H.S.; Mr. Carl T. Schmid, Rutgers University; Miss Annetta L. Wood, Professor, Douglass College.

Writing - Davella Mills
Chairman - Carole Grehl
Panel Members - John R. Condon, Belleville H.S.; Mrs. Nancy A. Friedlander, Grover Cleveland H.S.; Miss Audrey Long, Montclair State College; Mr. Herman Ward, Professor, Trenton State College.

1:00 - 2:30 p.m. LUNCH (May be purchased in college snack bar or local diners.)

2:30 - 5:00 p.m. "Ah, Wilderness!" by Eugene O'Neill, presented by PLAYERS of Montclair State College.

Chairman	Tom Haas
Assistant Chairmen	Claire Fitzgerald
	Ruth Ivers
	Madeline Jones
	Gay Pitman
	Mary Stenson
Faculty Advisor	Dr. S. C. Earley

Jurisprudence – Faculty Lounge Room
Chairman – Mr. Flannery
Panel Members – Professor Cullinane, Professor Hugh Kennedy, Mr. Sarah Jenny, Professor G. J. Martin, Professor Peter Collins, Professor Michael Trainor, Professor Frank Gallagher, Professor Patrick Tierney.

Literature – Room 1
Chairman – Mary Flannery
Panel Members – Professor Gerard O'Donovan, Professor J.J. Lynn, Professor Rodney, Professor P.J. Joseph, Professor Patrick Hughes, Professor Eric, Professor Donnell, Professor Mary Kelly, Professor Frank Gallagher, Professor Mr. J. Fraser Professor of Teacher Training (Primary).

Classics – Room 2 and 3
Chairman – Professor Flannery
Panel Members – Professor Gerard O'Donovan, Professor J.J. Lynn, Mr. Philip Lynch Roughan, Professor P.J. Joseph, Professor A. G. Lee, Mr. Frank Tierney, Professor Mr. Robert L. Millard, Professor Tierney, Professor Mullins.

Theatre – Auditorium
Chairman – Miss L. Kilner
Panel Members – Mr. J. Tunnell, Professor P.J. Lynn, Mr. Kilner Hughes, Miss Donna P.J., Mr. Paul T. Jenny, Professor Tierney, Professor J. Tunnell, Professor Tierney, Professor Mullins.

Building – Room 12 (12)
Chairman – Professor Hughes
Panel Members – Miss M. Kennedy, Philip-Mr. P.J. Lynn, Mr. Kennedy J. Tunnell, Professor O'Donovan P.J. Lynn, Miss Mary Lynn, Professor Frank Gallagher, Mr. Professor Lynn, Professor Tierney, Professor Frank Gallagher.

2:00 – 2:30 p.m. LUNCH (may be supplemented in outlying areas with tea or light refreshments.)

2:30 – 3:00 p.m. "AB" Tournament – by Dunne Cup Committee, presented by Professor of Secondary Education College.

Chairman
Assistant Chairman

Faculty Advisors

Tom Dunne
Philip Fitzgerald
Mark Lynch
Gabriel Lynn
Mr. Walsh
Mary Kennedy
Mr. P. B. Tierney

II Student Teaching

The Chairman of the Department supervised five student-teachers in the fall of 1958; five members of the Department supervised 54 students in the spring of 1959. Of these 59 students all received grades of C or above in student teaching. All but three who sought employment as teachers were hired, and as of November First 1959, the Department has no candidates to offer for vacancies arising since September First 1959.

III Honors and Advanced Degrees in the Commencement Exercises of August 8, 1958

Estrella Calimag, Bette Ader Davis, Catherine T. Kopp, Geraldine Kathryn McGuire, and Margaret Lois Willey were awarded the Degree of Master of Arts.

At the June 4, 1959 exercises, Joan Frances Amorison, James R. Andreach, Dorothy Mary Banas, Rita Caputi, and Marion Antoinette Micchelli received the degree of Master of Arts bringing to ten the number of graduate degrees confirred during the coming year.

English Majors receiving honors at the June Commencement included Helen Frances Cairns, Summa Cum Laude; Thomas Booth Haas, Robert R. Ruffing, Lorraine Mary Walczak, Cum Laude.

IV Professional Services Rendered by the Department

The English Department is proud of its extensive service to the College during the Semi-Centennial Year. Chairman of the Centennial Committee was Prof. Harold C. Bohn; author of the Fiftieth Anniversary

II. Student Teaching

The Business of the Department improved this situation-because in the fall of 1928; five members of the Department participated in student teaching of 1928. Of these 5 students all received grades of C or above in student teaching. All but three who sought employment as teachers were hired, and in March-May 1929, the Department has no candidates to offer for teacher placing since September 1929.

III. Courses and Advanced Degrees in the Commercial Curriculum of August 1, 1929

Frances Collings, Helen Lucy Davis, Catherine T. Hogg, Marjorie Kathryn McCrum, and Lorraine Lura Pilley were awarded the Degree of Master of Arts.

At the June 1, 1929 commencement, Iona Frances Anderson, Henry H. Anderson, Dorothy Mary Brown, Billy Cowan, and Sarah Antoinette Mitchell received the degree of Master of Arts including in the number of graduate students received during the college year.

Teaching during regular hours in Business at the Iona Commencement included Helen Prosser Jackson, James Cox Sleeth; Frances Snow Ham, Robert E. Spalding, Marcella Mary Vaughn, Don Lewis.

IV. Professional Services Rendered by the Department

The English Department is proud of its extensive activity in the College during the Inter-Collegiate Year. Professor of the Department James Lane was Prof. Harold C. Gray author of the Illinois Interscholastic

Brochure, "Teacher Education for a Changing World" was Ass . Prof. James P. Pettegrove; Faculty Adviser of the English Club, which sponsored an All Day Language Arts Workshop followed by a matinee performance of O'Neill's "Ah!qWilderness" by Players, the College Dramatic Club, was Asst. Prof. Stephen C. L. Earley. Aldornia, the English Honor Society, served as host to Prof. John Ciardi of Rutgers University who came as guest lecturer for Humanities Day. Hundreds of high school students gathered for his afternoon lecture on Modern Poetry; his evening lecture on Dante was attended by townspeople as well as university and College friends from far and near. Programs of these occasions are attached to this report.

The Department Chairman accepted the invitation to the State Department of Education to direct a curriculum workshop of the high school English teachers of Cape May County. This workshop began in February and met for ten sessions between February and May 1959. With similar service rendered to the County Superintendents of Salem and Somerset counties. at day-long Service Workshop during the Fall semester, and for the Curriculum Commission of the N.J.E.A. at their annual convention at Atlantic City, the Chairman kept the College in the eyes of all parts of the State, inviting high school teachers to consider the College as a place for graduate study as well as a college for their able boys and girls.

Asst. Prof. Frederick H. Young had been granted a year's leave to serve as a Fullright lecturer on Occidental philosophy at the

Brooklyn, Theodore Roosevelt for a Saturday Night" was read. Prof. James P. Pattengrove, Faculty Advisor of the Social Club, which sponsored an all day Saturday after Thanksgiving followed by a magnificent performance of Kabelli's "All Christmas" by Players, the Dramatic Dramatic Club, was read. Prof. Stephen G. L. Hartley, Librarian, the English Honor Society, served as host to Prof. John Clement of Eastern Delaware by who came in great importance for Homecoming Day. Speaking of high school students speaking for his extensive lecture on Modern Poetry his previous lecture on Sartre was attended by approximately 12 well to enjoyment and Pulitzer Prizes for and read. Programs of these occasions are attached to this report.

The Department Chairman accepted the invitation to the State Department of Education to direct a conference workshop of the high school English teachers of Cape May County. This workshop began in February and met for six consecutive Saturday and May 1970. With eighty teachers participated to the County Superintendents of Public and Secondary schools. As a day-long Saturday Workshop during the fall semester, and for the Curriculum Committee of the N.J.E.A. at their annual convention in Atlantic City, the Chairman kept the College in the eyes of all parts of the State, inviting high school teachers to consider the College as a place for graduate study as well as a college for their girls have had girls.

Asst. Prof. Frederick K. Young has been granted a year's leave to serve as a Fulbright Lecturer in Contemporary Philosophy at the

State Universities of India. Asst. Prof. Joseph S. Dunlap of the Panzer School of Physical Education had been retained in Dr. Young's place. The unexpected return of Dr. Young for the second semester was relieved of embarassment to the College by employing his services for the supervision of student teaching by the Department of Education, and following the return of senior student teachers by offering him the classes of Prof. Conrad who was forced by illness to undergo surgery and a prolonged recovery.

V Recommendations

a. That with the retirement of the Chairman of the Department now but a short time removed, a successor be readied for the complexities of this position with its demands for leadership from high school, college, graduate, and State levels.

b. That upon the retirement of Prof. W. Paul Hamilton, the rank of professor be offered to Asst. Prof. Frederick H. Young.

c. That at the earliest opportunity Mrs. Anne Dix Meiers be given the rank of Associate Professor.

d. That the Department secure a competent and experienced Junior-Senior high school teacher for service in College High School where two-thirds of his time will be employed. He should teach 7th and 11th grades and be available to College High students throughout the school day.

Chaos Conservatives of India. Later, Prof. Joseph B. Dunlop of the Farmer School of Physical Education had been relegated to Mr. Clough's place. The correspondent return of Mr. Young for the second semester was realized of endeavoured to the College for modifying his services for the experiment of without meddling by the Government of Education, and following the return of senior students by offering him the classes at Trat. Control who was formed by Illness in Lecture subject and a continued recovery.

V. Recommendations

a. That with the retirement of the Chairman of the Department who has a short time remaining, a successor be sought for the complication of this good block with is demands the leadership from high school, college, graduate, and State levels.

b. That upon the retirement of Prof. W. Paul Washburn, the rank of professor be offered to Prof. Frederick E. Brown.

c. That as the assistant appointed by Mr. Brown the Salary be given the rank of Associate Professor.

d. That the Department secure a competent and experienced Junior-Senior high school teacher for service in College High School where one-third of his time will be required. He should have 7th and 8th grades and be available to College High students throughout the school year.

VI Department Roster

1.	Professor of English	Edwin S. Fulcomer, Ed. D. Chairman of Department
2.	" " "	Harold C. Bohn, Ed. D
3.	" " "	Laurence H. Conrad, A.M.
4.	" " "	Russell Krauss, Ph. D.
5.	Associate " " "	W. Paul Hamilton, A.M.
6.	" " " "	James P. Pettegrove, A.M.
7.	" " " "	Frederick H. Young, Ph. D.
8.	Assistant " " "Grade I	Ruth Blackburn, Ph. D.
9.	" " " "GradeI	Stephen C. L. Earley, Ph. D.
10.	" " " " "	Anne Dix Meiers, A.M.
11.	" " " " "	Virginia Rock, A.M.
12.	" " " "GradeII	Joseph S. Dunlap, A.M.
13.	" " " " "	Mrs. B. Ernest Shore, A.M.

XI. Department Roster

1. Professor of English Edwin A. Tolleson, Ed. D., Chairman of Department
2. " " " Harold C. Jones, Ed. D.
3. " " " Lawrence F. Quarrel, L.L.B.
4. " " " Donald Brown, Ph. D.
5. Associate " " " J. Paul Waddle, A.M.
6. " " " " James F. Fellowsreve, L.L.B.
7. " " " " Frederick H. Young, Ph. D.
8. Assistant " " " Miss Elizabeth, Ph. D.
9. " " " " Ernest Phelps C. L. Gordon, Ph. D.
10. " " " " " Miss Ida Holland, A.M.
11. " " " " " Virginia Jones, A.M.
12. " " " " Miss Jessie F. Dunlap, A.M.
13. " " " " " Mrs. F. Dewey Brown, A.M.

NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR
DEPARTMENT OF FINE ARTS

Report to the President

Academic Year 1958-1959

FINE ARTS STAFF	PART TIME
Paul Harris	Helene Ross
Avram Kampf	
Charlotte Lockwood	
Charles Martens	
Mildred Osgood	
Mary Beth Snider	
Ralph Vernacchia	
Lillian A. Calcia, Chairman	

Departmental Organization

The Fine Arts Staff held a regularly scheduled meeting once a week and when the need arose meetings were called for the solution of specific problems.

Miss Snider of the staff resigned from her position in April 1959 since she will be married in June and will after the marriage reside in Indianapolis.

In considering the best organization of the Department for next year it was decided by the faculty to look for a person capable of taking over the "Art and Commerce and Industry" course for the Fine Arts majors. This follows the decision of the Department to develop the staff in such a way that each member will have the responsibility of one major course. The balance of the program is supplemented with the general education course "Art 100 - Introduction to the Visual Arts", Drawing and the High School program. There are few candidates who are qualified for this type of position since persons interested in advertising and industrial design are products of professional schools and are not orientated toward art education.

After considering many candidates we were fortunate in finding a person interested and prepared in both the major course in "Art in Commerce and Industry" and in teaching some of the High School art classes.

Physical Facilities

It was a step forward in the physical setup of the Department to be given the use of the Recreation Building as a studio for Theater Arts and Puppetry. We accepted readily the condition that the room was to be made available for student recreation use in the evening. This building

[illegible] STATE TECHNICAL COLLEGE OF MINNESOTA
DEPARTMENT OF FINE ARTS

Report on the Training

Working Over Lithography

FINE ARTS STAFF	FACT SHEET
Paul Guerra	Bachelor Degree
Arvid Engel	
Charlotte Lockwood	
Charles Smithson	
William Lemon	
Mary Beth Sutler	
Ralph Tarnowski	
William E. Colvin, Chairman	

Instructional Organization

The Fine Arts Staff held a regularly scheduled operating room a week and then six week review meetings were called for the solution of specific problems.

Some features of the school included changes from the previous in April 1969 course and will be carried in order to show how well after the workshop works in Lithographs.

In evaluating the last production of the requirements for each year it was decided by the faculty in June for a period capacity of taking only the "Art and Commerce and Industry" course for the time-saving. This follows the decision of the Department to develop the skill in only a very high semester which have the responsibility of one major course. The failures of the program to supplement with the general education course "Art 100 — Introduction to the Visual Arts", Drawing and the Fine Indust program. There were two two-quarter hour are required for major type of course. Some things previous interested in activities and industrial design are some basis of professional methods and non professional training are necessary.

Other considering some conditions we have learnings in studying a person interested and engaged in both the study course to "Art in Commerce and Industry" and in knowledge room of the Fine Indust art classes.

Proposed Modifications

It was a step forward in the physical review of the community to be given the use of the Secretarial Building as a member the Training Staff and Department. In accepted results the modifications that the room was in the made available for student experiences use in the workshop. This building

is about the same size as our small studios. It is something of a drawback to find that certain materials cannot be used because the heating is done by gas. However, the program has been so arranged to do studio work requiring these materials during the early fall and late spring. One real drawback has been the very frequent use of the building in the evening making it necessary for the instructor, often on short notice, to put away teaching materials the day of the evening program and replacing them the next day for teaching purposes. As might be expected some groups were cooperative, others used art materials, nailed decorations to wall surfaces and window frames and left the room in a condition which necessitated several hours of cleanup. The Art Department is served by an inadequate custodial staff in terms of number. The Recreation Building is cleaned in the morning which means that evening groups do not find the room clean. It is to be hoped that next year sufficient advance notice can be given the instructor so that unnecessary work can be avoided and that at specific periods such as close to the end of the semester when student work must be available for grading and early in the semester for organization that the room be closed for recreational purposes.

We were very pleased to be given folding tables and chairs which makes it possible to use the space flexibly.

Instructional Program

The expansion of staff, tripling enrollment in the Fine Arts majors, and the Department's contribution to the 50th Anniversary program made for a heavy work load for the year. The committees set up the previous year to handle continuing problems were for the most part maintained in terms of personnel. The committees and their personnel are as follows. The first named person of each committee acted as chairman.

50th Anniversary Committee

Lillian Calcia	Mildred Osgood
Paul Harris	Helene Ross
Avram Kampf	Mary Beth Snider
Charlotte Lockwood	Ralph Vernacchia
Charles Martens	

In the previous year we had arrived at a decision to present the Merce Cunningham Dance Group as a highlight of the program and it was around this evening performance that the plan of the program was designed. We felt that in keeping with the theme of the 50th Anniversary "Teacher Education for a Changing World" that it would be profitable for us to examine, at the conference, the development of art education up to this point and to project plans for the future. We took as the theme of the art conference "Taking Stock and Looking Ahead." The program for the conference is included at the close of this report.

The conference was a great success from several points of view.

1. Since all staff and Fine Arts students participated there was a unification of effort centered around the goal of a good conference. This

gave a continuity of feeling and participation which was a highly successful learning experience for both staff and students. Freshmen expressed their feeling of enjoyment in being "a real part" of the Department.

2. Since this completes our 4th year in the new art wing and since we have additional facilities which make possible a good program, we were as a department in a position for the first time to invite educators to the campus knowing that we could present to them an effective organization for art education. The students work during the year demonstrated this and it was with pleasure that we set up exhibits of their work for the public to see.

3. The quality of the persons taking part in the conference was of such high level that the group meetings were exceptionally rewarding in terms of stimulation to thinking. It is pleasant to note that with very few exceptions that the Fine Arts student body attended the dinner meeting even though in many cases this presented a financial sacrifice to them.

Student Teaching

Lillian Calcia	Charles Martens
Paul Harris	Mildred Osgood
Avram Kampf	Helene Ross
Charlotte Lockwood	Ralph Vernacchia

Increasing enrollment in the Art Department has made it necessary to change the approach to student teaching assignments. The faculty decided to make the first step toward assignment through an interview with the advisor. The Chairman of this committee after receiving these requests will approve or in cases of conflict work out the problem with the students involved. The students will then make a department approved request to the Office of the Director of Student Teaching.

We hope to have a printed brochure on the Junior Student Teaching program ready in the fall for the use of art faculty, students and cooperating teachers. This is a necessity if better communication and understanding is to be achieved for this part of our laboratory experiences program.

The Department plans to have a meeting early in October for the teachers who will act as our cooperating teachers in the spring.

Art 100 - Introduction to the Visual Arts

Helene Ross	Charles Martens
Avram Kampf	Mildred Osgood
Charlotte Lockwood	Ralph Vernacchia

The same procedure for organizing this course which was established last year was followed this year. Instructors profited by the experience of the previous year and the program as a whole went more smoothly. Responsibility for ordering kits of materials and books was clarified.

Library

Avram Kampf

gave a workshop of feeling and participation which was a highly successful learning experience for both staff and students. Freshman improved their feeling of activeness (actually, "real power" of the classroom).

5. Since this experience was the first year in the new arts complex and since we have activated participation with positive i good results, it is to be a department in a position for the first time to invite students to the use-programming that we could produce to lower or alternative participation for the students. The students work during the year demonstrated this and it was this dynamism that we put up against of their work for the public to see.

6. The quality of the programs taking place in the laboratory was so much high level that the crew members were exceptionally rewarding in terms of attention to students. It is pleasant to note that with the single exception that the film data analyst only attended the dinner meeting even though in many cases this presented a tremendous inconvenience to them.

Faculty Committee

Lillian Gatlin	Martha Barnes
Paul Harris	Richard Dumont
Irene Lamb	Helene Scott
Charlotte Lockwood	Ralph Tarantelli

Increasing enrollment in the Art Department has made it necessary to change the approach to student teaching assignments. The faculty-required to take the first step toward instructional training in interaction with the mentor. The feasibility of this innovation while requiring these commands will suffer or in cases of conflict have not the problem with the students involved. The students will then make a comprehensive experience report to the office of the director of Student Teaching.

We hope to have a printed brochure on the Junior Student Teaching program ready in the fall for the use of art faculty, students and cooperating teachers. This is a necessity if better communication and understanding is to be achieved for this part of our laboratory experience program.

The Department plans to have a teaching merit in Dance for the laboratory who will act as our cooperating teachers in the spring.

Art 120 - Introduction to the Visual Arts

Helene Scott	Charlotte Barnes
Irene Lamb	Richard Dumont
Charlotte Lockwood	Ralph Tarantelli

The team presenting the experiment this semester which was exceptional last year was finished this year. Instructors specified by the requirements of the previous year and the program is a whole week more smoothly. Responsibility for presenting this of materials and books was plentiful.

Library

Irene Lamb

In order to make art books more available to the staff for instructional purposes and to the students for reference use during the day the staff as a whole agreed to set up a limited library collection in the art library. Work scholarship students were set up as librarians and faculty were available for borrowing books at class time. It was necessary to keep the books in locked cases because of the accessibility of the library and because it could not be covered at all time by student workers and faculty. After trying this out for a period of several months it was decided by the faculty that it was not working out satisfactorily for student use since locked cases and inadequate student librarian coverage made the books unaccessible a large part of the time. All books were returned to the library with exception of the large picture portfolio collections which faculty members need for teaching purposes. We feel that this is a step backward in developing the best program but realistically recognize that we cannot do this without the services of a full time librarian.

Exhibits

Paul Harris) Co-Chairmen
Charles Martens)

The exhibit committee again did a fine piece of work throughout the year using the foyer of Memorial Auditorium as the major exhibit area. The exhibits included:

Ben Karp, Drawings and Sculpture
Jack Perlmutter, Prints
Alex Sibirnyi, Paintings
Three Artists from Brooklyn, Paintings
Angiola Riva Churchill, Paintings
Montclair High School, Experiments in art with music
Helene Ross, Prints
Senior Exhibition, Work in all media
New Jersey Artists
Charles Martens, Photographs of Mexico
Wharton Esherick, Photographic essay on an artist craftsman
Mary Roebling, High School Competition
Remy Charlip, Children's Book Illustrator
Robert Feigenbaum, Paintings
Mary Beth Snider, Paintings
Work of all Art Classes

Although the exhibit program went smoothly during the year, the fact that we have no storage space to house exhibits and materials used in setting up the exhibit adjacent to the foyer and because the use of the foyer has necessitated the taking down of an exhibit and putting it up again after other affairs are held in the auditorium, faculty time and art classes have been expendable to a point where instruction has suffered.

The exhibit committee believes that we have largely exhausted the resources of the staff in terms of personal contacts which make possible free exhibits. The circulating exhibits set up by the American Federation of Arts, Museum of Metropolitan Art and like institutions charge fees ranging from $25 to $350. These agencies set up a number of conditions which must be

Is [illegible] it is [illegible] doubt some resistance to the [illegible] for [illegible] planned programme and to the arrangements for [illegible] are leaving for any [illegible] staff as a whole. Instead it was set up a [illegible] selection to the [illegible] library. More specifically [illegible] and [illegible] and faculty were [illegible] for [illegible] [illegible]. It was necessary to [illegible] the [illegible] of the library and [illegible] it would not be [illegible] by students, [illegible] and faculty. After trying this out for a period of several months it was decided by the faculty that it was not working and unsatisfactorily for student use [illegible]. Indeed means that [illegible] [illegible] [illegible] made the [illegible] [illegible] a large part of the time. All books were returned to the library with exceptions of the large [illegible] [illegible] [illegible]. Faculty members read for teaching purposes. In fact this is a step backward in [illegible] the best program but realistically recognize that we cannot do this without the assistance of a full time librarian.

Respectfully

Paul Lunde }
Charles Dufresne } Co-Chairmen

The faculty committee again met with a fine group of work throughout the year during the tenure of Executive Institutions as the major activity area. The activities included:

[illegible], Meeting on Scholarships
[illegible], Trips
[illegible], Meetings
[illegible], Meetings
[illegible], Meetings
[illegible], Investments in art work
[illegible], Trips
[illegible], Work in all media
[illegible]
[illegible], Theatrics of Design
[illegible], Photographs every on an artist [illegible]
[illegible], Film Tonal Composition
[illegible], Architect's Book Dilemma for
[illegible], Meetings
[illegible], Meetings
[illegible] of all the Classes

Although the faculty programs were generally lacking this year, the fact that we have no strong basis to issue activities all indications used in meeting to the faculty activities in the fields and because the use of the fields has [illegible] the taking care of in matters and getting it to [illegible] other activities are held in the auditorium. Faculty time and art classes were [illegible] in a period where instruction has suffered.

The faculty committee believes that we have largely achieved the requirements of the staff in terms of personal conference which make possible these activities. The committee activities are up to the American Federation of Arts, Bureau of Exhibitions Art and Life Institutions change from [illegible] from 1953 to 1956. These exercises set up a manner of conditions which can be

met before exhibits can be rented. Since neither the foyer of the Memorial Auditorium or the art wing corridor meet these requirements, the committee recommends that we curtail our exhibit program until such time as the College has an exhibit area which meets the requirements for adequate exhibition purposes. Next year the major exhibit program will be developed in the corridors of the art wing.

Budget, Orders and Stock Room

Ralph Vernacchia
Charles Martens

The progress in organization of the stock room continued. In the late spring a rack for storing lumber was installed and additional filing cabinet for prints. These two pieces of equipment will facilitate the organization and maintenance of this vital part of the Department.

One of the significant achievements was the installation of a master key case which houses all duplicates of coded keys for the Art Department. This also was a time consuming effort.

During the year the chairman of this committee set up a general supply requisition form for the convenience of the staff in ordering and at the two ordering periods collated the orders of all staff members for the signature of the Department Chairman. Improvement can be made by staff members in systematizing personal procedures so that orders will be accurate and turned in on time.

Art Service

Ralph Vernacchia
Fine Arts major students

This was a particularly difficult year to achieve satisfactory service to the College in request for advertising materials. The many programs which developed during the year as part of the 50th Anniversary celebration made for a continual stream of requests to the chairman of this committee. In addition brochures were designed for the English and Speech Departments and lecture and promotional material for the College Bond Issue. Since the course in advertising was not offered this year all requests were done through work scholarship students and required hours of personal supervision on the part of the Chairman of this committee.

Audio Visual Materials

Charlotte Lockwood

The Audio Visual committee arranged films for the Art 100 classes throughout the two semesters. The cataloging of slides was continued. New slides from the Prado Museum, Louvre Museum, and from American sources were added to the collection. A mimeographed list of slides is in preparation for the use of the faculty.

The Department is pleased to note that light control curtains have been installed in five teaching areas in the art wing. This will contribute largely to the success of teaching the Art 100 and Art and Civilization classes and will reduce the problems which have been so irritating both to students and faculty. It is hoped by the faculty that before long projection equipment will be placed in the building permanently so that the annoying situation of sending this equipment back and forth to the Audio Visual Department will no longer be necessary.

The instructors in the courses Theater Arts, Photography and Printmaking are of the opinion that their work is being handicapped by not having audio visual equipment within the Department. Details of the reasons for this may be found on page 5 of last year's annual report.

College High School

Mary Beth Snider
Avram Kampf
Lillian Calcia

Miss Snider was given the responsibility for the development of the required program for Grades 7 and 8 and elective program for Grades 9 and 10. Mr. Kampf took over the instruction of the elective for children of Grades 11 and 12. Occasionally during the year the children were given experiences in the art wing facilities.

During the year progress was made on the physical set up of this room. A large bulletin board was installed on one wall, new tables and chairs, filing cases and shelving constructed by the college carpenter made possible for much better organization of the teaching materials.

At the close of the year it was decided to continue to have two instructors carry this program in order that the children have contact with at least two art instructors and to allow these instructors to have at least one half of their teaching load with the Fine Arts majors.

Special Instructional Activities

Field trips were taken throughout the year by all classes within the Department to museums, shops and craftsmen studios. The major trip of the year was taken by the entire Fine Arts student body and instructors. The trip included a visit to the home of Philip Johnson, the well known architect, Silvermine Guild, both of which are in New Cannan, Connecticut and the unusual First Presbyterian Church in Stamford. Unfortunately the scheduled visit to the studio of Jacques Lipchitz was not possible because of his illness.

The sophomore students under the direction of Miss Osgood as part of the course in Theater Arts and Puppetry engaged in two extra mural activities for the National Recreation Association. They demonstrated puppet making and puppet production at one meeting in Atlantic City and one in New York City.

Under the direction of Miss Lockwood the Fine Arts seniors partici-

The Department is pleased to note that light general industry have indicated in this Quarterly areas in the air-site. This will contribute largely to the economy of running the air site and its ancillaries. Some and will enhance the previous works have been so instructing work to economy and industry. It is hoped by the Ministry that better long projects equipment will be issued on the existing commercially or that the existing extension of existing other equipment used not least to the Local Travel Department will be longer in necessary.

The Instrument in the Western Theater Area, Transportation and training are of the opinion that their work in being instructed by not having radio visual equipment within the Department. Details of the reasons for this may be found on page 3 of last quarter's annual report.

Future Plan Ahead

Major Tech Center
Drive Range
Utility Bridge

The Bridge was given the responsibility for the development of the required programs for Bridge 7 and 8 and electric projects for Bridge 1 and 10. Mr. Ingel has over the instructions of the electricians for building 11 and 12. Unfortunately during the year the building were given priorities in the air-site building facilities.

During the year planning was made on the proposed and so of this year. A large building that can installed on one roof, two halls and during, fitting among and building supplied by the building materials were provided for such better organization of the handling materials.

At the close of the year 50 was needed to workhour to have the airworkers early this year, so as that the building are normal work at least the air instructor but to allow them instructors to have at least one half of their handling load with the time work begins.

Recent Technological Activities

Field trips were been conducted the year to all airmen airbase the instructors to museum, shops and military station. The main trip of the year had taken by the Bridge Area airmen Tech and Instructors. The trip included a visit to the base of Tactical Fighters, the Air Base Training Detachment Unit, Unit of Air Force and to the Center. Unfortunately not the Armed Field Investigation Unit to Jungle. Unfortunately the scheduled visit to the studio of Jungle Liberation was not possible because of bad climate.

The airmen students made the direction of also Queen as part of the course in Theater area and Supporting program in the action local activities for the Military Instructor Inspection. They Instructor's Liaison Bridge and Liaison Procedure as one training to Bridge City and one in the Lion City.

Under the direction of Miss Tanamon the Film area Security Section-

pated in an all day workshop on elementary art at the Monmouth County Institute at Asbury Park.

At the request of the Art Faculty, Thursday morning at 10:30 a.m. was set aside for a general meeting of all art majors and all art faculty. The request for this grew out of the feeling that such a weekly meeting would make for a better program through better communication. Some meetings grew out of the request of the students and the rest were planned by faculty for specific instructional needs and for enriching the program with outside speakers and demonstrations.

The meetings included:

Foreign Travel - Fine Arts Staff

Speakers

Mr. Ben Karp - Professor of Art New Platz State Teachers College - Sawn Sculpture

Mr. Harry Gommol - Art Teacher, Arts High, Newark - Stained Glass

Mr. Carmen Cicero - Painter - Modern Painting

Miss Mary Gill - Art Consultant, Morris County - The Art Teachers Job

Mr. Jack Grossert - Supervisor of Art, South Africa - The Art of South African Children

Dr. Ned Schrom - Dean of Students - The Guidance Program in the College

Other meetings had to do with student teaching assignments, the Fine Arts Conference, bus trips, graduate study, two meetings on modern music by the art staff, Christmas decorations made by the students for the College.

The staff as a whole continued its interest in the study of the relationships which exist between the arts. We invited as a speaker on this problem, Rudolf Arnheim, Professor of Psychology at Sarah Lawrence College and author of the book "Perception in the Visual Arts." We invited to this the college faculty, the teachers of art in Northern New Jersey who had previously indicated an interest in this and the women of Essex County who have been studying this with us. We also devoted one conference study group to this problem.

The Mary Roebling Art Scholarship Committee of Essex County asked us to exhibit the work of high school students competing for this annual award. This is the first time this competition has been held. The exhibit was limited to paintings and sculpture and few entries were submitted. It is questionable whether we should sponsor the housing of such a competition since this tends to lend our support to a competition of this kind. If we are requested to do this next year it would seem that we should give more careful consideration to such a request before we agree to act as a host.

Special Activities of the Faculty

Paul Harris had one piece of sculpture included in the exhibit at the Museum of Modern Art, Recent Sculpture, U.S.A.

Avram Kampf coordinated the design of a synagogue in Washington, D.C. and one in Nashville, Tennessee. He gave two lectures on "The Unintelligibility in Contemporary Art" at the Passaic Y.M.H.A. and one to the Jewish Adult Education Association in Nashville, Tennessee on "The Religious Theme in Contemporary Art". He is acting this year as art editor of the "Reconstructionist" magazine.

Charlotte Lockwood acted as the chairman of a panel meeting on weaving at the National Art Education Association Conference biennial meeting in New York City.

Lillian Calcia acted as a panel member for the two day conference on "College Building Programs" at the biennial conference of the National Art Education Association held in New York City. As usual the disproportionate amount of time to teaching load credit given in discharging the administrative responsibilities of the Department prevented attendance at other conferences and the writing of requested articles.

Helene Ross exhibited in a number of shows including: "Art at Mid Century" - Essex County; prints in Highgate Gallery, Upper Montclair; Annual state-wide juried show at Montclair Art Museum; "Art U.S.A. - '59" - Colisseum; Montclair State Memorial Auditorium Foyer.

Paul Harris, Avram Kampf and Charles Martens continued throughout the year to work on the doctoral dissertation.

Charlotte Lockwood completed her course work for the doctoral degree.

Ralph Vernacchia did graduate study and expects to finish the course work for the doctoral degree during the summer.

Helene Ross studied for the Master of Fine Arts at Temple University and expects to complete the work for the degree during the summer.

Recommendations

This has been the best year for the Department in terms of its physical facilities. Four of the nine faculty members have full responsibility of one studio which makes for specific allocation of responsibility and maintenance of equipment. The five faculty who share two of the studios have had the most difficult time although progress has been made in terms of instructional use and organization. It is to be hoped that the relatively minor problem of the student use of the recreational building will be solved this coming year.

Respectfully submitted,

Lillian A. Calcia

Lillian A. Calcia
Chairman, Fine Arts Department

The Fine Arts Department — Faculty and Students — takes pleasure in inviting you to our Conference in celebration of the fiftieth year of the College.

Our Department has lived three years in our new building, the first in the State designed for education of Fine Arts teachers. We have already outgrown the art wing and now occupy studios in three other buildings.

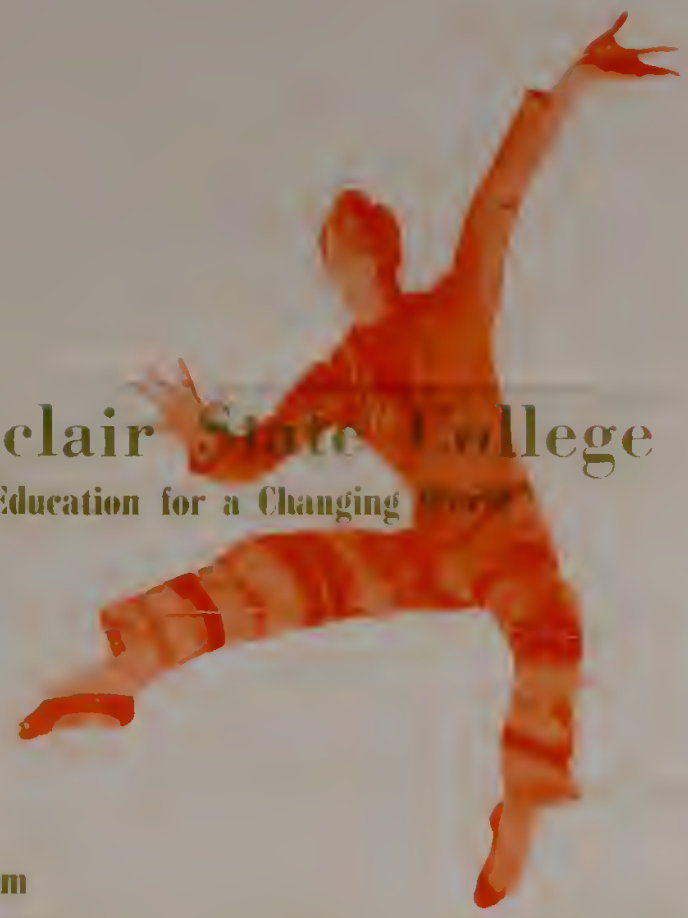
Two years ago we were a faculty of four, with sixty art majors. Today we are a faculty of nine, with one hundred twenty art majors. Tomorrow?

Fine Arts Conference Montclair State College

50th Anniversary Year . . . . "Teacher Education for a Changing World"

April 21, 1959, 3:00 p. m.

"taking stock and looking ahead"



Dance Program Notes

Merce Cunningham, considered to be the freest male dancer of our times. He has been [illegible] honors including a Guggenheim Fellowship and choreographic commissions from the Museum of Modern Art, the Ballet Society and Brandeis University.

John Cage, distinguished composer and pianist, has also held a Guggenheim Fellowship, a Fellowship of the National Academy of Arts and Letters. A world-renowned composer of musical scores, he is also known for his experiments with magnetic tapes.

[illegible] outstanding concert pianist. He records for Folkways and Columbia [illegible]

Program

3:00 Exhibition Opens – Art Studios and Foyer, Memorial Auditorium

4:00 Coffee Hour – Art Library, Finley Hall

5:00 Study Group Meetings – Finley Hall and Life Hall

7:00 Dinner Meeting – Dining Room, Life Hall

8:40 MERCE CUNNINGHAM AND DANCE GROUP

Study Group Meeting

GROUP I — [illegible]

Chairman: [illegible]

Speaker: [illegible]

Resource Persons: [illegible]

Recorder: [illegible]

GROUP II — ART CURRICULUM JUNIOR HIGH SCHOOL

Chairman: [illegible] Tolton, Coordinator, Fine & Industrial Arts, New [illegible]

Speaker: [illegible] Director, Montclair

Resource Persons: Margaret Week, Art Teacher, Passaic High School; Harold L. Roth, Director, East Orange Public Library; Helen Cassa, Art Teacher, Orange

Recorder: [illegible] Director of Art, Clifton; [illegible] Nas, Art Teacher, Chatham Township [illegible]

GROUP III — [illegible] ARTS

Chairman: [illegible] Supervisor, Parsippany-Troy Hills Regional High School

Speaker: [illegible] Director of Art, East Orange

Resource Persons: [illegible] Director, The Shop, Paterson; Marion Ryan, Art Teacher, Washington Township Regional High School

Recorder: [illegible] Montclair Public Regional High School

GROUP IV — THE INTER-RELATIONSHIPS IN THE ARTS

Chairman: [illegible]

Speaker: [illegible]

Resource Persons: [illegible]

Recorder: [illegible]

GROUP V — THE CRAFTS

Chairman: [illegible] Art Department, [illegible] City State College

Speaker: [illegible] Webb, President, American Craftsmen Council

Resource Persons: [illegible] Doffy, Arts Department, Montclair State College; Howard Adler, Art Teacher, Newark; Marion Starr Bloomer, Designer Craftsman, Whippany; [illegible] Sculptor, Wood[illegible] West Orange; Julia Strong, Art Consultant, Bergen County

Recorder: [illegible] Director of Arts, Englewood

GROUP VI — THE ARTS IN GENERAL EDUCATION

Chairman: George Weber, Chairman, Art Department

Speaker: [illegible]

Resource Persons: [illegible] Art Teacher, New [illegible] School for the Deaf; [illegible] Gallery, Upper Montclair; Virginia Tra[illegible], Curator, H[illegible] Gallery; Sherwood C[illegible]

Recorder: Michael [illegible], Art Teacher, Newark

GROUP VII — THE UNDERGRADUATE DEGREE FOR TEACHER, ARTIST, COMMERCIAL DESIGNER, INDUSTRIAL DESIGNER

Chairman: Clyde M. Huber, Dean, [illegible] College

Speaker: David Vaughn, Dean of the Art Division, Cooper Union

Resource Persons: [illegible] Dean, [illegible] College; [illegible] Education, State [illegible]

Recorder: [illegible]

GROUP VIII — ADVANCED DEGREES IN ART EDUCATION — THE CREATIVE MASTERS AND DOCTORATE DEGREES

Chairman: Margaret K. [illegible], Department, Paterson State College

Speaker: Howard [illegible], Chairman, Art Department, New York University

Resource Persons: [illegible] Art Department, Montclair State College; [illegible], Graduate Counselor, Montclair State College; Orpha [illegible], Assistant Professor of Psychology, [illegible] College; [illegible] Fred[illegible], Professor, Business Education, [illegible] State College; Hu[illegible] C. Bohn, Professor of Education, [illegible]; [illegible], Director, [illegible] State College

Recorder: [illegible] Art Teacher, Master of Education, [illegible] State College

The first fifty years of our college coincide with the first fifty years of the Fine Arts in public education. For the next fifty years the Fine Arts Department reaffirms its goals for the arts in education:

not as a luxury but as a necessity.
not as a special education but as a part of daily living.
not only for the few but for all.

not only "to know" but to know "how to."
not only to survive but to live.
not only for a nation but for a world community.

The need for survival is equalled if not exceeded by the need for feeling that a life has been well spent, that energy has been used for what has value. To this end, the program of the Department of Fine Arts has been designed for all — undergraduates, faculty, and teachers throughout New Jersey.

Lillian A. Calcio, Chairman
Chairman, Fine Arts Department

Paul Harris
Avram Kampf
Charlotte Lockwood
Charles Martens

Mildred Osgood
Mary Beth Snider
Helene Ross
Ralph Vernacchia

New Jersey State College at Montclair

Department of Home Economics

Report to the President
Academic Year
1958-59

I. Trends and Developments:

The 50th year of the college and the fourth year of the Home Economics Department were celebrated this year. A freshman class of 38 students was accepted; total enrollment in the department was 96.

Three new faculty joined our staff: Elizabeth Page, to teach Child Development and Family Relations; Jo Lonam, home management director and related courses; Mary Lynn Wakefield, on part-time basis to teach the college high classes.

Miss Page was awarded her D.Ed. Degree in December, and Miss Lonam earned her M.Ed. in June.

It was decided that with a minimum amount of renovating, college high classes could be moved from Finley Hall back to the high school rooms. This was accomplished the early part of the second semester. Home Economics was dropped for 9th grade students since only one hour per week could be scheduled. It is hoped that in the near future, the class can be rescheduled for at least two periods per week.

The home management house was begun September 9 and completed sufficiently for the first group of girls to move in on February 1, 1959. It was an exciting occasion even though there was little equipment and plumbers, carpenters and electricians were daily residents. The house was opened for inspection on February 17, 1959, when the girls held open house for the faculty. Four and one-half weeks later the second group of girls replaced the first group. Their length of residency was shortened because they were scheduled to student teach the last eight weeks of the spring semester.

For the first time, juniors and seniors were student teaching at different times; the juniors were in the elementary (5-9 grades) schools the first 4 weeks of the spring semester. This proved desirable from a supervisory standpoint.

Additional electives were offered for majors and for the first time, non-home economics majors elected courses in the department.

New Jersey State College at Montclair

Department of Home Economics

Report to the President
Academic Year
1952-53

I. Trends and Developments:

The 50th year of the college and the fourth year of the Home Economics Department were celebrated this year. A freshman class of 53 students was accepted; total enrollment in the department was 214.

There was faculty joined our ranks: Elizabeth Perry, to teach Child development and Family Relations; Jo Lomax, Home management director and related courses; Mary Lynn Underhill, on part-time basis to teach the college high chorus.

Miss Pegg was promoted from A.A. Degree to Associate, and Miss Lomax earned her B.S. in Home.

It was decided that with a maximum amount of renovation, college high classes could be moved from Finley Hall back to the high school room. This was accomplished the early part of the second semester. Home Economics was arranged for the grade assembly class only one hour per week could be scheduled. It is hoped that in the near future, the class can be rescheduled for at least two periods per week.

The home management house was begun September 2 and completed sufficiently for the first group of girls to move in on February 1, 1953. In May an auxiliary bedroom was added. Little equipment and furniture, everything and distributions were daily residents. The house was opened for inspection on February 17, 1953, when the girls held open house for the faculty. Four and one-half weeks later the second group of girls replaced the first group. Their length of residency was shortened because they were scheduled to student teach the last eight weeks of the spring semester.

For the first time, juniors and seniors were student teaching at different times; the juniors were in the elementary (2-6 grades) schools the first 3 weeks of the spring semester. This proved desirable from a supervisory standpoint.

Additional electives were offered for majors and for the first time, one-hour accounts return elective courses in the department.

The college staff continued to cooperate with Douglass College's Home Economics Department and the State Department in the development of the state guide. Plans were discussed to offer cooperative part-time and extension courses with Douglass, sharing staff. Montclair presently could offer advanced courses in two areas of home economics; it would seem feasible if the two departments could develop some workable plan.

The second graduating class of 15 were all placed except 2. These 2 were married; one went to Germany and the other to Florida. Again, there were more jobs available than graduates to fill them.

II. Special Features and Accomplishments

The outstanding accomplishment of the year was Home Economics Day held February 28, 1959. Every student majoring in Home Economics was assigned a job and was present on campus. Several hundred visitors heard Dr. Grace Henderson, Dean, College of Home Economics, Pennsylvania State University, speak. A copy of the day's activities is given below:

10:00 a.m. .....Memorial Auditorium Foyer

Registration
Coffee Time

10:45 a.m. ..... Auditorium

Welcome .....Dr. Katharine B. Hall
"The American Family In a Changing World" ...Dr. Grace Henderson
Meet the Faculty
The First Home Economics Graduating Class ..Mrs. Kathryn Vanderbach Wilhide
Home Economics at Montclair .....Slides

1:00 p.m. .....Life Hall Cafeteria

Luncheon
Tours and Exhibits .....Home Economics Department in Finley Hall; College High School; the Home Management House, and other Campus Buildings.

3:30 p.m. ..... Auditorium

Style Show ....."Fifty Years of Fashion"

Guests included Dr. Al Jochen, Assistant Commissioner of Education, Vocational Division, Dr. Floride Moore, Head of Family Life Department, Teachers College, Columbia, Dr. Marjorie Wybourne, Teachers College, Columbia. Many of the girls in the first graduating class attended.

The solicitor staff continues to encourage high schools finularly
Home Economics Departments and the Future Homemakers in the development
of the style guide. Plans were discussed to offer cooperative job-training
and extension courses with Sociology, Sociology 1101. Hopefully presently
media office personnel courses in two areas of home economics. It would
seem feasible if the use Instructional Media Center were relatively easy.

The second quadrilling color of 35 were all dated August 2. These
2 were requested one sent to Kansas and the other to Florida. Again, these
were some 1400 available slide production by FALL time.

II. Special Programs and Correspondence

The articulation accomplishment of the year was Home Economics Day
April February 22, 1974. Every student majoring in Home Economics was
assigned a job and was present on campus. Invited junior college
in. Cross Lundstrom, Dean, College of Home Economics, Fredonia State
University, speak. A copy of the Dean's articulation is given below:

10:00 a.m. .....Recorded Articulation Tape

Introduction
Welcome Time

10:05 a.m. .....Introduction

Welcome .....Dr. Fletcher R. Hall
"The American Family In a Changing Society" ....Mrs. Diane Lundstrom
Home Economist
The First Home Economics Homecoming Class ....Mrs. Dorothy Kaminski
Vitaline
Home Economist in Industry .....Hilbert

1:00 p.m. .....Life Skill Workshop

Luncheon
Tours and Informal .....Home Economics
Department in Fredonia Senior Citizens High School,
the Home Economics Lounge, and other Campus
Buildings.

1:30 p.m. .....Conclusion

Trivia Game .....Fifth Floor of Fredonia

Guests included Dr. H. Jackson, Assistant Commissioner of Education,
Vocational Education, Dr. Florence Krebs, Dean of Faculty-Life Department,
Hardwick College, Columbia, Dr. Caroline Alexander, Summer Program,
Columbia. Some of the girls in the first graduating class attended.

First year graduates were visited. At each school it was possible to talk with the principal and visit one entire day with the first year teacher. The experience was most helpful from all viewpoints.

Other accomplishments of the year were: continued use of many faculty members outside home economics department to talk with home economics classes; use of community resources and speakers; planning of team teaching of one class by several members of home economics department; plans for sharing Ed. 401A with education department -- they to teach general aspects and home economics department to emphasize specific teaching methods. Progress was made in visiting several more high school departments of home economics and refining plans for placement of student teachers.

Home Economics students continued to prepare and serve all administrative teas.

Freshmen students were asked to visit their homemaking departments and interview the teacher concerning her training and philosophy. It is hoped that the results will be helpful to students and in the home economics methods class, as well as make the high school teacher aware of our activities at Montclair State College.

The faculty attended and spoke at several Career Day meetings and were present at the following conferences: Groves conference on Marriage and Family Living, Parent Education Workshop, Child Study Association Conference, N.J.N.E.A. meeting, City Supervisors of Home Economics meeting, N.J. HEA meeting, National Meeting, AHEA in Milwaukee, Food Forum, Eastern Regional Conference of Foods and Nutrition College Teachers, Eastern Region College Teachers of Clothing and Textiles, N.J.Vocational Education Conference.

Several of the faculty were engaged in the following activities: judged FHA contest; appointed Family Health Editor, Forecast Magazine; wrote series of articles for national magazine; wrote book reviews; judged finals in Singer Sewing Machine contest; consultant, Clifton Home Economics curriculum study; advisor to two campus sororities, Theta Chi Rho and Delta Omecron Pi; advisor to home economics club.

The department is now able to concentrate more on polishing many of the ideas put into effect when the growth was so rapid. A conscientious, hard-working professional staff which we now have will be able to help the department carry through some of the plans laid during the last four years.

III. Problems and Recommendations

1. Plans should be made for a nursery school on campus. It is difficult for the students to arrange visits to local nurseries, and the number of good nursery schools is limited.

2. Scheduling for junior and senior students to visit college high classes is still a problem. Often the college students have no free time when high school classes are being taught.

lH:eem

First year graduates were visited. It was found it was possible to talk with the principal and their advisors (by visit the first year faculty). The experiences were very helpful and all concerned.

Other accomplishments of the year were: continued use of team teaching methods; faculty have accepted responsibility to talk with high school counselors (alumni) and of community resources and community attitude of home economics of the school by several members of home economics department; plans for opening an "open" high school education department -- they do teach general science and have available equipment to implement teaching methods. Interest was made in starting several more high school departments of home economics and providing plans for placement of student teachers.

Home economics problems continued to increase and were all administrative here.

Problems students were faced to which their homemaking departments had interest the teacher counseling for obtaining job placement. It is hoped that the results will be helpful to students and to the home economics department class, as well as to the high school teacher people of our activities at Kutztown State College.

The faculty attended and spoke at several times by meetings and were present at the following conferences: Berks conference on marriage and family living, Berks Education Association, Office Study Association Conference, F.C.H.E.A. meeting, city departments of Home Economics meeting, H.E. 300 meeting, Pennsylvania meeting, also in Allentown, Pine Grove, Berks Regional Conferences of Home and Elementary Teachers, Eastern Region College Teachers of Clothing and Textiles, E.C.Pennsylvania Home Economics Conference.

Several of the faculty were engaged in the following activities: Helping the contents, organized Family Health Center, Kutztown Hospital; serve review of articles for national magazine; serve local groups; helped plans to start Young Homes Service Bureau; consultant, Office-on Home Economics curriculum study; advisor to two campus committees, Study Hall Ed and Dorm Service Fr; advisor to home economics club.

The department is now able to concentrate more on publicity more of the times put this -first, when the growth was so rapid. I com-ments, health-seeking professional staff which we now have will be able to help the department carry through some of the plans laid during the last four years.

III. Problems and Recommendations

1. Plans should be made for a survey about to course. It is difficult for the students to arrange schedule to meet requirements and the number of good Summer schools is limited.

2. Advertising for junior and senior students to visit colleges high classes is still a problem. Often the college students have no free time when high school classes are being taught.

MONTCLAIR STATE COLLEGE
INDUSTRIAL ARTS DEPARTMENT

Report to the President
Academic Year
1958 -- 1959

DEVELOPMENTS AND TRENDS

Expanded Program

The undergraduate program, starting in September, will almost reach its' maximum student capacity of approximately one hundred and sixty students. The large number of incoming freshman (53) will unbalance the program, causing a third section to be formed. Creating a third is possible, for this year only, because next year there will be two sections in each of the four classes. It will be physically impossible, from then on, to take in more than two sections of twenty men, for a total of forty.

The graduate division enrollment is expanding very rapidly. Montclair undergraduates are immediately applying for graduate industrial arts courses. This trend should show marked increase as soon as the department begins to graduate two industrial arts sections each year. A large number of candidates from other colleges are also applying for industrial arts graduate work at Montclair.

The certification program in industrial arts has increased to the point where two industrial arts courses are now offered each semester. The standard of work, in these couses, has improved to the point where it is almost comparable to resident college requirements. The quality of the student in the certification program in many instances, leaves much to be desired. Entrance requirements of some type would be a step in the right direction toward improvement of the program.

Increased Staff

The Industrial Arts Department this year increased its staff to four. Dr. Joseph Duffy, Associate Professor, was invited to fill the new position. Dr. Duffy appears to be an excellent teacher and will, I believe, be an asset to our department and the college.

Mr. Jerry Streichler, Assistant Professor, was invited to fill the position of Dr. Carl Frankson, who is on a two year leave of absence in Bangkok, Thailand. Mr. Streichler has adjusted very well to college teaching. He has done an excellent job; I feel confident Mr. Streichler will be an asset to our staff and the college, considering the difficulty of steeping into fill Dr. Frankson's position in the middle of the fall semester.

MORNINGSIDE STATE COLLEGE
INDUSTRIAL ARTS DEPARTMENT

Report to the President
Academic Year
1936 -- 1937

CURRICULUMS AND TRENDS

Engineering Programs

The undergraduate program, starting in September, will almost reach its maximum student capacity of approximately one hundred and eighty students. The large number of incoming freshmen (33) will accelerate the process, causing a third section to be formed. Creating a third is possible, for this year only, because next year there will be two sections in each of the four classes. It will be physically impossible, from then on, to have in more than two sections of twenty men, for a total of 120).

The graduate division enrollment is expanding very rapidly. Industrial management-graduates are immediately applying for graduate industrial arts courses. This trend should also make increase as soon as the engineering degree is primary for industrial arts teaching each year. A large number of students from other colleges are also applying for industrial arts graduate work at Morningside.

The rehabilitation program in industrial arts has increased to a point where the industrial arts courses are now offered each semester. The student in work, in these courses, has improved to the point where it is almost comparable to regular college requirements. The quality of the student in the rehabilitation program in many instances, leaves much to be desired. Instance requirements of some time would be a step in the right direction toward improvement of the program.

Increased Staff

The Industrial Arts Department this year increased its staff to four. Dr. Joseph Duffy, Associate Professor, was invited to fill our new position. Dr. Duffy appears to be an excellent teacher and will, I believe, be an asset to our department and the college.

Mr. Jerry Strickler, Assistant Professor, was invited to fill the position of Dr. Carl Franklin, who is on a two year leave of absence in Bangkok, Thailand. Mr. Strickler has adjusted very well to college teaching. He has done an excellent job; I feel confident Mr. Strickler will be an asset to our staff and the college, considering the difficulty of stepping into fill Dr. Franklin's position in the middle of the

Curriculum Improvement

The Industrial Arts Department has attempted to improve its' undergraduate offering by developing one of the newest methods of teaching. It is called "The Problem Solving Approach to Industrial Arts Teaching." In all laboratory areas we are attempting to have the students structure their work in terms of a total problem. This approach tends to place industrial arts in a more realistic position in terms of its' philosophy and place in general education.

The industrial arts graduate offerings have been revised in terms of the curriculum pattern recommended by the State College Curriculum Commission. This will provide the student with the opportunity to build an individualized program with direction, and yet have considerable flexibility.

SPECIAL FEATURES AND ACCOMPLISHMENTS

Professional Meetings

The Industrial Arts Department sponsored its' Fiftieth Anniversary Celebration program, Tuesday, October 21, 1958. The theme, "Industrial Arts Teacher Education For A Changing World", was high lighted by our main guest speaker, Dr. Marshall Schmitt, Specialist for Industrial Arts, United States Office of Education. An open house was held at the new Comprehensive Industrial Arts Laboratory where some three hundred guests were present.

Omicron Chapter, Epsilon Pi Tau, national honorary fraternity in industrial arts, sponsored three professional meetings. Several business meetings were also held during the college year.

Staff Contributions

The Industrial Arts staff has made a number of professional contributions at the local, state, and national level. All staff members took an active part in the New Jersey Industrial Arts Convention. The college was represented by an exhibit. Two staff members participated in out of state conventions.

Social Activities

The Industrial Arts Club sponsored its' annual dinner dance in May. The entire staff and a large percentage of each class were present. The affair was considered to be the best the Industrial Arts Club has ever sponsored.

Curriculum Improvement

The Industrial Arts Department has attempted to improve its' undergraduate offering by developing one of the newest methods of teaching. It is called "The Problem Solving Approach to Industrial Arts Teaching." In all laboratory areas we are attempting to have the students structure their work in terms of a total problem. This approach tends to place industrial arts in a more realistic position in terms of its' philosophy and place in general education.

The Industrial arts graduate offerings have been revised in terms of the curriculum pattern recommended by the State College Curriculum Commission. This will provide the student with the opportunity to build an individualized program with direction, and yet have considerable flexibility.

SPECIAL FACTORS AND ACCOMPLISHMENTS

Professional Meetings

The Industrial Arts Department sponsored its' fifteenth Anniversary Celebration program, Tuesday, October 31, 1972. The theme, "Industrial Arts Teaches Education for A Changing World", was highlighted by our main guest speaker, Dr. Maxwell Schmidt, Specialist for Industrial Arts, United States Office of Education. An open house was held at the new Comprehensive Industrial Arts Laboratory where some three hundred guests were present.

Delaware County, Ohio's Ten, national honorary fraternity in industrial arts, sponsored three professional meetings. Several industry meetings were also held during the college year.

Staff Contributions

The Industrial Arts staff has made a number of professional contributions at the local, state, and national level. All staff members took an active part in the New Jersey Industrial Arts Convention. The college was represented by an exhibit. Two staff members participated in out-of state conventions.

Social Activities

The Industrial Arts Club sponsored its' annual dinner dance in May. The Arts staff had a large percentage of much-loved were present. The affair was considered to be the best the Industrial Arts Club has ever sponsored.

Student Teaching

The junior student teacher centers this year were expanded to include Elizabeth, East Orange, and Clifton. The problem of junior student teaching centers becomes more critical as our industrial arts department grows. Next year it will be difficult to find selected centers for all the men.

Senior student teaching next year will be moved to the fall semester. It is hoped this will help to alleviate some of the pressure brought on by an ever expanding industrial arts department.

Physical Plant

The Demonstration Table in the Seminar Room and the Textile Unit in the laboratory have been completely installed.

A continuous program of physical improvement is in effect in the Industrial Arts Department. The staff and students have made many notable contributions in this respect.

College Contributions

The Industrial Arts Department contributed a considerable amount of time, effort, energy, and material, in one form or another, to the following organizations.

Faculty Play
College Carnival
The Dames
College Dances
Home Coming Day

PROBLEMS AND RECOMMENDATIONS

Physical Plant

It is recommended that visual aid venetian blinds be installed in the Seminar Room. The room is not being used effectively because of the lack of this visual aid facility.

It is recommended that a compressor be installed in the science building basement to supply compressed air to the Industrial Arts Department. Certain phases of industrial arts work are weak because of the lack of this facility.

Student Teaching

The junior student teaching activity this year were expanded to include elementary, rural groups, and cities. The program of junior student teaching involving groups from cities as our industrial city development grows. Next year it will be difficult to find suitable centers for all the men.

Senior student teaching next year will be moved to the fall semester. It is hoped this will help to alleviate some of the pressure brought on by an ever increasing industrial arts department.

Physical Plant

The Communication Media in the Senior area and the Textile Unit in the laboratory have been completely installed.

A continuous program of physical improvement is in effect in the Industrial Arts Department. The staff and students have made many notable contributions in this respect.

College Contributions

The Industrial Arts Department participated a considerable amount of time, effort, money, and material, in one form or another, to the following activities.

Faculty Play
College Carnival
The Dance
College Dances
Home Coming Day

Problems and Recommendations

Physical Plant

It is recommended that visual aid projection screens be installed in the Senior Area. The room is now using very ineffectively because of the lack of this visual aid facility.

It is recommended that a compressor be installed in the science building laboratory to supply compressed air to the Industrial Arts Department. Activity classes of Industrial Arts work are held because of the lack of this facility.

From the safety point of view, explosion proof lights should be installed under all exhaust hoods.

A number of other important items, submitted in the May 22, 1959, Extra Ordinary Budget Requests, should receive consideration. They are important to the completion of the industrial arts plant and program.

Finances

The Industrial Arts Department, with its second section and evening program, is receiving three times the amount of use for which it was originally designed. No laboratory should receive over seventy-five percent use, but the Industrial Arts Laboratory vastly exceeds this amount. Because of this, problems are beginning to arise in terms of equipment breakdown, time for proper maintenance, lack of supplies, and shortages in equipment. It is recommended, therefore, that consideration be given to the establishment of a replacement and maintenance fund of approximately five hundred dollars a year. If such a fund is not soon established, the department in a few years may find itself in a drastic physical situation that could have easily have been avoided.

Staff

The Industrial Arts Department has an excellent staff, which when Dr. Frankson returns will total six men. In view of Dr. Frankson's return, a position for an additional staff member should be requested. This must be considered in next year's budget if Mr. Streichler's position is to be considered as a permanent addition to our staff.

It is recommended for next year that our resident college staff teach all of the industrial arts certification courses. The quality of the evening program will then more nearly match the quality of the resident college program. This policy should be established in an effort to offer a better program to the certification students, and for maintaining Montclair standards.

It is with regret and concern that the Industrial Arts Department agreed to terminate the College High Industrial Arts Program. At any time in the future, that the program can be started again, with adequate support, we will be most pleased to structure a program exemplifying the best in demonstration school teaching.

From the safety point of view, replacing proof lights should be installed under all exhaust hoods.

A number of other important items, submitted in the May 22, 1959, Extra Ordinary Budget Requests, should receive consideration. They are important to the completion of the industrial arts plant and program.

Finance

The Industrial Arts Department, with its second section and evening program, is receiving there times the amount of use for which it was originally designed. We laboratory shops receive over seventy-five percent use, but the industrial arts laboratory vastly exceeds this amount. Because of this, problems are developing in view of equipment breakdown, time for proper maintenance, lack of supplies, and shortages in equipment. It is recommended, therefore, that consideration be given to the establishment of a replacement and maintenance fund of approximately five hundred dollars a year. If such a fund is not made available, the department in a few years may find itself in a hopeless financial situation that could have easily been avoided.

Staff

The Industrial Arts Department has an excellent staff, which when Dr. Frandsen returns will total six men. In view of Dr. Frandsen's retire, a position for an additional staff member should be created. This must be considered in next year's budget if Dr. Strickland's position is to be considered as a permanent addition to our staff.

It is recommended for next year that our resident college staff teach all of the industrial arts certification courses. The quality of the existing program will then more nearly match the quality of the resident college program. This policy should be established in an effort to offer a better program to the certification students, and for maintaining Montclair standards.

It is with reservations concerning that the Industrial Arts Department agrees to terminate the College High Industrial Arts Program. As we view it in the future, that the program can be started again, with adequate support, we will be most pleased to situate a program emphasizing the best in demonstration school teaching.

Proposed Expansion

The Industrial Arts Department devoted a great deal of time and effort to the development of a proposed industrial arts expansion program. Our proposal was based upon industrial arts statistics provided by the state department of education. Due to the great shortage of industrial arts teachers, and the already overcrowded industrial arts facility we are now housed in, it is requested that our expansion proposal be reconsidered. It is impossible, from this point on, to consider accepting more than forty industrial arts candidates a year, unless new industrial arts facilites are provided.

Summary of Recommendations

I. Physical Plant Installations

A. Visual Aid Venetian Blinds in Seminar Room.
B. Air compressor for department.
C. Explosion Proof Lights under exhaust hoods.

II. Finances

A. Increase in industrial arts budget.
B. Establish a maintenance, replacement, and expansion fund.

III. Staff

A. Additional permanent position for the sixth man in the Industrial Arts Department.
B. All certification courses to be taught by resident college industrial arts faculty.

IV. Proposed Expansion

A. Maximum incoming class size should be 20 students.
B. Two sections of 20 industrial arts students is all that can be scheduled in the present facility.
C. Reconsideration of the proposed industrial arts expansion program. This is of necessity if larger graduating classes are desired.

Very truly yours,

Arthur W. Earl

Arthur W. Earl
Chairman
Industrial Arts Department

Proposed Legislation

The Industrial Arts Department devoted a great deal of time and effort to the development of a proposed industrial arts education program. Our proposal was based upon industrial arts standards produced by the state department of education. Due to our great advantage of industrial arts teachers, and the already overcrowded industrial arts facility we are now housed in, it is apparent that our enrollmen projected be reconsidered. It is impossible, from this point on, to consider accepting more than forty industrial arts candidates a year, unless new industrial arts facilities are provided.

Summary of Recommendations

I. Physical Plant Deficiencies

A. Visual Aid Projection Films in Lecture room.
B. Air compressor for department.
C. Ventilation Fume Lights under canopy hoods.

II. Personnel

A. Increase in industrial arts faculty.
B. Maintain a maintenance, replacement, and expansion fund.

III. Goal:

A. Maintain prominent position for the sixth and in the Industrial Arts Department.
B. Air conditioning courses in be taught by first half college Industrial arts faculty.

IV. Program Emphasis

A. Maximum teaching class size should be 20 students.
B. Two sections of 20 industrial arts students in all shop can be supervised in the present facility.
C. Enrollmentwise of the proposed industrial arts curriculum program. This is of necessity if larger production classes are desired.

Very truly yours,

Arthur W. Hart
Chairman
Industrial Arts Department

MONTCLAIR STATE COLLEGE

Department of Mathematics

Report to the President
Academic Year
1958-1959

I. General Trends

The expansion of interest and work to be done in mathematics education seems to be rivaling the "population explosion" both in its current boom and potential influence upon society. More freshmen are being admitted to the Mathematics Department than were being interviewed two years ago. Yet requests for admission are being denied after an early date; the entire quota could be filled with upper quarter applicants; at most half of the qualified applicants can be favorably considered; the cut-off for admission in Mathematics has been moved to 135 points above the state minimum. As for the staff, Dr. Louis Kanter was added to help with the regular load; Miss Belle Kearney and Mr. Jerome Manheim were added to provide staff time for the Dreyfus program (This program was offered under the staff time equivalent of these two staff members but not entirely by these two themselves.).

The administrative work of the Department has increased drastically as the number of freshmen admitted has doubled and the number of staff members increased from 6 to 10. The Chairman finds it necessary to spend essentially half of his time on administrative work and still leaves much undone. Thus even with the tremendous assist of the Dreyfus funds and the excellent cooperation of all the members of the Department the Chairman is forced to choose between effective work in his classes and effective pursuit of the opportunities for the Department at this vital period in the growth of the college. The recommendations at the end of this report are made with the conviction that MSC should continue the leadership that it has displayed in mathematics education over the last three decades. These recommendations should be considered from the point of view that a chairman must be active in state and national professional activities in order to be effective (See report of B.E. Meserve's professional activities) and that such can not be expected over and above a heavy schedule including half-time work on administration* on one's teaching load. Indeed, it is the conviction of the Chairman that it would be much better to relieve him of his chairmanship than to force him by numerous local college routines to resign his positions of leadership and influence in national professional organizations where he can carry the name of MSC and bring back basic information essential to the development of outstanding programs at MSC.

The Dreyfus program has provided additional administrative time which has enabled the Department to do some of the things which it should do as part of its regular responsibility:

*with only a much smaller recognition for administration

(a) The guidance of graduate students has been assigned to Mr. Clifford instead of the Chairman. This proved to be a step in the right direction. It should be extended to include the entire graduate program instead of just the graduate students. (See recommendation 1.).

(b) Dr. Meserve, as Chairman of the Department, was given time on his load for revising graduate courses. As part of this work the entire graduate program was restructured; some courses were eliminated; a few courses were introduced in accord with new trends in mathematics education.

(c) Dr. Sobel was provided time on his load for working with schools. Over 50 meetings were arranged: many were in short series of 4 to 11 that were recognized and subsidized by local school boards; 16 were at MSC in cooperation with the Metropolitan School Study Council; 8 were at county and local institutes and conferences.

During the course of the year an experimental program was developed providing a Mathematics Club for College High School students. The purpose of the program was to provide an opportunity for prospective mathematics teachers to obtain first hand experience in this area. The group met informally (during lunch hours) in the first semester. Then in the second semester Dr. Sobel was given one semester hour of credit on his load to serve as faculty adviser and the group met twice a week. The junior mathematics majors in the college participated both by observation and by the preparation and presentation of reports. They also worked with individual students on specific topics of interest to the students. Because of the many pressures upon the College High School students for the use of their time during the noon hour, it was decided not to renew the program. However, it is the feeling of the Department that this is a most valuable experience for the prospective teachers in the college and that it should be reactivated as soon as suitable circumstances can be found.

Dr. Sobel directed two programs at MSC under the sponsorship of the National Science Foundation. The first program met for three hours each Saturday for 30 weeks during the academic year. Instruction was by Dr. Robert Norman (of Dartmouth College), Dr. Sobel, Mr. Clifford, Dr. Meserve, and Mr. Schumaker. Each developed a special area of mathematics essential to the background of high school mathematics teachers. Most of the 28 participants were chairmen of high school departments. Credit was given in Math. 602 A, B, C. The second program was held during the 6 weeks of summer session for 27 junior high school teachers (Math. 503, 525, 601X) and 50 senior high school teachers (Math. 503, 508, 522). The program instruction is described with the departmental data for the summer. The participants used Stone Hall as a domitory; the program provided many opportunities for both the participants and MSC to demonstrate their stature.

(a) The guidance of graduate students has been assigned to Dr. Clifford Lindsay of the Chemistry. This proved to be a step in the right direction. It should be extended to include the entire graduate program instead of just the graduate students. (See recommendation 1.).

(b) Dr. Greene, as Chairman of the Department, was given time on his load for revising graduate courses. As part of this very the entire graduate program was restructured; some courses were eliminated, a few courses were introduced in keeping with new trends in mathematics education.

(c) Dr. Dolal was provided time on his load for working with students. Over 20 meetings were arranged; many were in short notice of 4 to 12 hour were recruited and subdivided by local school teachers; 12 were set in conjunction with the Aerospace Education Study Commission; 4 were at County and local institutes and conferences.

During the course of the year an experimental program was developed involving a Mathematics Club for Juniors High School students. The purpose of the program was to provide an opportunity for prospective mathematics teachers to obtain first hand experience in this area. The group was informally (during lunch hour) in the first semester. Then in the second semester Dr. Dolal was given one seminar hour of credit on his load to serve as faculty adviser and the group met twice a week. The junior mathematics majors in the college participated both by observation and by the preparation and presentation of reports. They also worked with individual students on specific topics of interest to the students. Because of the many problems upon the College High School students for the use of their time during the noon hour, it was decided not to renew the program. However, it is the feeling of the Department that this is a most valuable experience for the prospective teachers in the college and that it should be reactivated as soon as suitable circumstances can be found.

Dr. Dolal directed two programs at and under the sponsorship of the Mental Health Foundation. The first program was for three hours each Saturday for 20 weeks during the academic year. Instruction was by Dr. Thomas Brown (of Dartmouth College), Dr. Dolal, Mr. Clifford, Dr. Greene, and Mr. Dingmann. Each developed a special area of mathematics presented to the undergraduate of high school mathematics backgrounds. Most of the 80 participants were children of high school departments. Credit was given in math. 201 & 2, 3, 4. The second program was held during the 6 weeks of summer session for 27 junior high school teachers (Math. 300, 301, 302A) and 30 senior high school teachers (Math. 200, 202, 300). The program instruction is described with the departmental data for the summer. The participants used Sigma Mu as a meeting place, the program provided many opportunities for both the participants and CSC to demonstrate their talent.

Special programs are becoming an essential part of inservice work with teachers and thus an essential part of a broad program of preparing teachers. In addition to the Dreyfus and National Science Foundation programs just described, the Mathematics Department held the following special programs:

(a) November 18: Mathematics Visitation Day.
Professor W. W. Sawyer of Wesleyan University lectured to over 700 visiting students representing 65 New Jersey high schools. (He also provided an effective mathematics assembly for college students earlier in the day.) Mr. Schumaker and Mr. Humphreys handled most of the arrangements.

A brochure "Mathematics at Montclair State" describing our undergraduate program was developed for use at this and future meetings.

(b) Three special lectures were presented as part of the MSC 50th Anniversary program:

February 7	Dr. Howard F. Fehr (algebra)
February 21	Dr. Bruce E. Meserve (geometry)
March 21	Dr. Max A. Sobel (general mathematics)

There was a panel of three teachers from high schools or other colleges at each meeting. A total of about 500 teachers attended the meetings.

(c) March 7: Meeting of the Association of Mathematics Teachers of New Jersey with about 480 teachers and administrators in attendance. Local arrangements were handled by Mr. Schumaker; Mr. Maletsky had charge of a large display of free and commercial materials.

Summary: The trends are clear. New mathematical topics are being taught in secondary schools and there is a concerted national drive to improve the preparation of mathematics teachers (both prospective teachers and inservice teachers). If MSC is to continue its leadership in mathematics education there must be

(a) a detailed reappraisal of its undergraduate mathematics program,

(b) an agressive graduate program stressing new mathematical concepts for secondary school teachers while continuing its emphasis upon "good" mathematics, and

(c) an agressive inservice program of special events coordinated with the undergraduate and graduate programs and capitalizing upon the opportunities available through support of the National Science Foundation and other agencies.

The Dreyfus funds have enabled us to make a start on these three important aspects of our work. The recommendations at the end of this report are aimed at the continuation of this work.

Special projects are becoming an essential part of interview work with students not just an essential part of a broad program of preparing students. In addition to the Peaches and National Science Foundation programs just described, the undergraduate department lists the following special programs:

(a) Annual Six Undergraduate Visitation Day.
February 7, 8, twenty of twenty-two University invited to over 300 Wealth; students participating in the journey high schools. (We also provided an attractive undergraduate assembly for college students during it the day.) Dr. Tomkinson and Dr. Humphrey handled most of the arrangements.

A brochure "Undergraduate at Monmouth College" describing our undergraduate program was printed for use at visits and future meetings.

(b) Three special lectures were given (and as part of the not for) undergraduate programs:
February 7 Dr. Howard V. Hill (Physics)
February 22 Dr. Steven C. Lawrence (Geology)
March 21 Dr. Max A. Tucker (Physical Anthropology)

Their was a total of three students from high schools or other colleges at each meeting. A total of about 600 students attended the meetings.

(c) March 9: Meeting of the Association of Undergraduate Teachers of the Jersey Area which included Monmouth and Administrators in attendance. Local arrangements were handled by Mr. Tomkinson; Dr. Lefever had charge of a large display of free and commercial materials.

Summary: The results are clear. Our undergraduate majors are doing fine in secondary schools and there is a concerted national drive to improve the preparation of mathematics teachers (high prospective teachers and industrial employees). If MAC is to continue its leadership in mathematics education there must be

(a) a definite reappraisal of its undergraduate mathematics programs,

(b) an expanded undergraduate program emphasizing the mathematical concepts its graduates, school teachers while continuing its emphasis upon "good" undergraduates, and

(c) an extensive in-service program of special events designed with the undergraduates and graduate programs and capitalizing upon the opportunities available through support of the National Science Foundation and other agencies.

The department feels now satisfied in its work a state in these three important aspects of our work. The recommendations in the and of this report are aimed at the realization of this work.

Recognizing the position of the Departmental Chairman as the major "bottleneck" relative to our future growth, two new administrative positions are recommended for the Mathematics Department:

Graduate Counselor,

and Undergraduate Counselor.

Details of the responsibilities are outlined in the recommendations. These administrators would be responsible to the Departmental Chairman. Together with the Chairman they would form a committee of three persons responsible for the operation and continued growth of the department. The present chairman feels that such a structure offers much greater security to the college and opportunity for the staff than the usual approach of making one person responsible for all the administrative details of the department while teaching one or at most two classes and in the larger universities at the same time having several assistants. It seems important to devise an administrative structure which will not force good teachers to become frustrated administrators. It also seems important to develop as many contacts with schools as possible since they provide us with students and employ our graduates. The proposed sharing of departmental responsibilities provides a basis for keeping all staff members essentially as teachers, for providing the security of a strong and broad basis of leadership (probably with some rotation of responsibilities), and for greatly increasing the contacts of the leadership of the Department with the schools. The possibility of rotating responsibility seems much greater when the aggregation of responsibilities of each position is reduced; it seems particularly important in a department having a large percentage of "young" staff members.

[illegible]

II Departmental data

Undergraduates

	Majors		Minors		Total	
Semester	I	II	I	II	I	II
Freshmen	67	59	8	6	75	65
Sophomores	41	39	1	1	42	40
Juniors	27	27	1	1	28	28
Seniors	24	24	1	1	25	25
	159	139	11	9	170	158

Note: The minors are designated above according to the levels of the courses taken in the Mathematics Department.

Master of Arts Degrees Conferred

June 1959- Stella Bialecki
Anita Carvahlo
Dorothy Clark
Louis Lombardi
Marion Micchelli

August 1959- William Hempstead
Richard Kuntz

12 Supervisorial Data

Supervisors

	Malire		Minority		Total	
Supervisor	2	12	1	12	1	12
Professional	87	87	9	9	96	96
Paraprofessional	41	39	1	1	42	40
Nurses	47	47	1	1	48	48
Teachers	34	34	1	1	35	35
	120	119	12	9	132	128

Note: The minority and Paraprofessional figures reported in the Levels of Low Supervisors taken in the Matriarchal Supervisors.

Agency of Arts Culture Conference

June 1989- Phillip Williams
Anita Carpenio
Stephen Clark
Laura Lombardi
Larissa Mikhailii

August 1989- William Sampsons
Edward Smith

1958-9

Academic Load

Note: Courses designated by an asterisk have been for extra pay.

Fall Term		Total
Dr. Meserve	Admin., Math 302, 300E, 508, Development of Dreyfus courses	15
Mr. Clifford	Math 12, 400E, 408, A523, Guidance of graduate students	16
Dr. Sobel	Math 9, 400E, 401, A409, Rem. Math., Dreyfus seminars	16
Dr. Kanter	Math 201, 209, 300(2), 400, A531	15
Mr. Schumaker	Math 201, 302, 405, 406, A453	16
Mr. Manheim	Math 101(2), 300E, A407, A515	16
Miss Kearney	Math 10, 101, 300(2), 400	14
Mr. Humphreys	Math 7, 103, 400, *A501A, Rem. Math., Ed. 403, 477	t17 1/3
Mr. Reed	Math 11, 103, 300(2), 402	15
Mr. Maletsky	Math 8, 101, 400, *A400, 402	t16
Mr. Struyk	Math *A530	t 2

*This course was taught for extra pay.

tTwo points of this load was taught for extra pay.

1980-81

Academic Year

Note: Courses cancelled by an asterisk have been for entire year.

Full Term	Total
Dr. Dawson	Admin., Econ 2000, 2002, 3002, Internl Journal of Comparative Economics 16
Mr. Gifford	Econ 12, 4000, 4001, 4005, 5000, Seminar in Quantitative Economics 16
Dr. Tossel	Econ 6, 4002, 4011, 4402, Sem. Econ., Selected Readings 16
Dr. Tandon	Econ 201, 3013, 3001(2), 4003, 4501 16
Mr. Edmundson	Econ 101, 2012, 4015, 4018, 4402 16
Mr. Mathein	Econ 1011(2), 3008, 4007, 4310 16
Miss Sweeney	Econ 10, 101, 3001(2), 4300 16
Mr. Kumpuntzis	Econ 7, 103, 4014, 4401-13, Sem. Econ., Ed. 4003, 4005 17½
Mr. Esad	Econ 13, 102, 3001(2), 4008 16
Mr. Ratajczy	Econ 8, 101, 4004, 4440, 4500 17½
Mr. Murphy	Econ 4400 *

*This course does count towards for entire year.

[1]Two points of this course may be taken for entire year.

Spring Term		Total s.h.
Dr. Meserve	Admin., Math 301, A511A, A529[s], Development of Dreyfus Courses	15
Mr. Clifford	Math 12, 400, A524, Educ. 403, Guidance of Graduate Students	14
Dr. Sobel	Math 9[c], A409, A529[s], Educ. 403, Dreyfus Seminars	14
Dr. Kanter	Math 102, 202, 211, 300(2), 410	16
Mr. Schumaker	Math 202, 300, 304, 404, A405*, A454	[t]16
Mr. Manheim	Math 102, 300, 407, A480, A506	14
Miss Kearney	Math 10, 102, 300(3), A401X*, Educ. 403	[t]18
Mr. Humphreys	Math 7, 104, 300, Educ. 403, 477(2)	14 2/3
Mr. Reed	Math 11, 104, 215(2), 300(3)	15
Mr. Maletsky	Math 8, 102, 308, 400, A400*, Educ. 403	[t]18

*This course was taught for extra pay.

[t]Two points of this load was taught for extra pay.

[s]Shared between Meserve and Sobel

[c]1 s.h. allowed for demonstration work with Math. Club.

Sports Team		Total
Ta. Gateway	Admin., Rank 201, 4011a, 1204[7], Intelligence of Irrivia Corvus	16
Ur. Cliffton	Rank 14, 400, 4064, 8300, 400, Midcentre of Lunchrate Students	14
Ub. Social	Rank 27, 4007, 4004[7], 7000, 400, Twyford Chemistry	14
Uc. Fowler	Rank 107, 800, 811, 2010(2), 416	16
Ud. Kidsmeadow	Rank 101, 200, 304, 404, 4020*, 4464	5[14]
Ur. Sandbrin	Rank 108, 200, 607, 4480, 4800	14
Ue. Ivanhoe	Rank 10, 104, 200(2), 4410[7]*, Chem. 4[3]	5[16]
Ur. Chemistry	Rank 7, 104, 300, Chem. 403, 477(2)	16 5/8
Ur. Land	Rank 11, 104, 414(2), 200(2)	16
Uv. Wakefly	Rank 8, 104, 404, 400, 4000*, Chem. 403	5[13]

[1] Julia Sources was unique for entire year.

[2] Two points of this team was unique for entire year.

[3] Shared between Ravens and Gobel.

[4] e.g. allowed the demonstration work with Math. Club.

Summer Term		Total*
Dr. Meserve	Administration	½
Mr. Clifford	Administration	½
Mr. Reed	Math. S300, S400	4
Mr. Humphreys	Math. S400, S401X, S525	6½
Mr. Manheim	Math. S407, 300	4½
Mr. Schumaker	Math. S508, S517	4½
Mr. Struyk	Math. S405, S530	4

*The semester hours of credit reflect the use of Dreyfus funds at 2½ s.h. for a 2 s.h. course.

There was also on campus a National Science Foundation Institute in which 2 s.h. credits each were given for

Math. S503	Foundations of Algebra
Math. S508	Foundations of Geometry
Math. S522	Intro. to Probability and Statistics
Math. S525	Curriculum and Teaching of Junior High School Mathematics
Math. S601X	Workshop: Curriculum Problems in the Mathematics Field.

The teaching, administrative, and assisting staff consisted of Dr. Norman, Dr. Meserve, Mr. Clifford, Miss Hill, Mr. Maletsky, Dr. Sobel, Miss Cotter, Mr. Collard. Mrs. Joyce Stockton served as a full time secretary.

Current Year		Years
Dr. Meadors	Administration	5
Dr. Gifford	Industrial Arts	5
Mr. Ross	Math. Phys. Sci.	4
Dr. Duncombe	Engl. Hist., Soc. Sci.	22
Dr. Larkin	Math. Phys., 300	14
Dr. Blumenau	Math. Chem. Phy	12
Dr. Stone	Math. Chem. Phys	4

The laboratory equipment of schools, particularly the use of computing machines is by a.b. for a d.r. course.

There was also an energy a national science foundation institute in which d.r.. activity also made [illegible]

Math. 2002	Foundations of Algebra
Math. 3002	Foundations of Geometry
Math. 4002	Intro. to Probability and Statistics
Math. 4002	Correlation and Regression of Linear Math Models
Math. 4003	Partners. Coordinating Problems in the Secondary Math Curr.

The faculty, students, and facilities used, consisted of Dr. Brown, Dr. Bassney, Dr. Clifford, Mr. Ross, Dr. Bartlett, Dr. Tubbs, Mrs. Ellis, Dr. Wallace. Dr. Tudor Bowling worked as a full time secretary.

III. Individual Staff Reports

Report of PAUL C. CLIFFORD

Professional Activities

A major activity of the Mathematics Department during the past year has been the planning and implementation of the Dreyfus Program in graduate work. In addition to active participation in planning and teaching, Mr. Clifford has served as advisor to the graduate students. He has also participated in the National Science Foundation Institutes, giving a series of lectures on Probability and Statistics during the academic year, and giving a full course on the same subject during the summer institute. He also conducted special seminars on the high school curriculum in this area for Montclair and Ridgewood.

Meetings attended include those of the N.J. Association of Mathematics Teachers, the National Council of Mathematics Teachers, the American Statistical Association and the American Society for Quality Control.

During the year Mr. Clifford was elected a fellow of the American Association for the Advancement of Science. In the American Society for Quality Control he was elected a National Director and organized a three day seminar for Quality Control Managers, for which he served as director.

The following professional groups were addressed:

Rutgers Conference on Quality Control (September)
Delaware Section A.S.Q.C. (November)
Wright Patterson Air Force Institute (December)
Princeton Conference (December)
Corning-Elmira Section A.S.Q.C. (March)
Rochester Section A.S.Q.C. (April)
American Society for Advancement of Management (April)
Metropolitan Section A.S.Q.C. (April)
Annual Convention A.S.Q.C. (May)

In the International area, Mr. Clifford continued to serve as Chairman of the A.S.Q.C. Committee on International Cooperation and as a consultant for the International Cooperation Administration. For the latter he organized programs for visitors from France, Norway and Germany.

During the year a series of lectures were given at Rutgers on Management of Quality Control and Industrial Statistics. During the summer a basic course on Quality Control was given at the University of Michigan.

Report of Dean W. Holderness

Professional activities

A major activity of the Institutional Department during the year has been the planning and implementation of the Target 2 Program in Protective Wear. Dr. Holderness is active particularly in planning and evaluation, Mr. Clifford has served as activator of the practical programs. Mr. Hoff also participated in the Department Advisory Consultation Conference, giving a series of lectures on Personnelity and Reliability during the Industrial Year, and giving a full course on the same subject during the summer institute. He also conducted special seminars on the Blue Ridge Institute in this area for Industrial and Engineering.

Meetings attended included those of the A.C. Association of Engineering Teachers, the National Council of Technical Institutes, the American Institute of Industrial Engineers and the American Society for Quality Control.

During the year Mr. Clifford was elected a Fellow of the American Association for the Advancement of Science. In the American Society for Quality Control he was elected a National Director and appointed a three day seminar for Quality Control managers, for which he served as director.

The following professional groups were visited:

Pulsars conference in quality control (Pittsburgh)
Chicago Section A.S.Q.C. (Chicago)
Eight Veterans air force institute (Lancaster)
Protection Conference (Cheyenne)
Corning-Dallas Section A.S.Q.C. (Dallas)
Rochester Section A.S.Q.C. (Rochester)
Western Society for Engineering of Management (Lovell)
Metropolitan Section A.S.Q.C. (New York)
Annual Convention A.S.Q.C. (Ney)

In the International area, Mr. Clifford spoke on Ports in Charleston of the A.S.Q.C. Committee on International Engineering and as a consultant for the International Engineering Institute. For the latter he organized programs for visiting Turkish Engineers, Korsey and Mexico.

During the year a series of lectures were given on Industry on Management of Quality Control and Industrial Reliability. During the summer a full course on Quality Control was given in the University of Michigan.

Report of Max A. Sobel

Publications:

"The Mathematics of Life Insurance", Institute of Life Insurance, October 1958. (co-author).

"An Introduction to Intuitive Probability", Croft Publications, December 1958.

"Getting Started in a Ninth Grade Non academic Class", The Mathematics Teacher, February 1959.

"Providing for the Slow Learner in the Junior High School", The Mathematics Teacher, May 1959.

"Elementary Surveying in Junior High School", Croft Publications, May 1959.

I also had two book reviews published in the February 1959 issue of The New Jersey Mathematics Teacher, and prepared a series of 5 film guides for McGraw-Hill to be released in the Fall of 1959.

Talks:

Riverdell Junior High School P.T.A., Nov. 25, 1958: "Modern Trends in Mathematics".

National Council of Teachers of Mathematics, New York City, Dec. 29, 1958: "The Mathematics Program for Pupils of Average and Below Average Ability".

Pompton Lakes Jewish Center, March 8, 1959: "Mathematics and Religion".

Nassau County Mathematics Teachers Assn., N.Y., March 11, 1959: "The Mathematics Program in the Junior High School".

Sigma Phi Mu, Montclair State, March 17, 1959:"Transfinite Numbers".

Montclair State College, March 21, 1959: "A Modern Program in General Mathematics for Secondary School." (50th Anniversary Prog.)

National Council of Teachers of Mathematics, Dallas, April 3, 1959: "A Mathematics Program for the Slow Learner."

Panel discussions:

N.Y. Society for the Exp. Study of Education, New York, Oct. 17,1958

American Association of School Administrators, Atlantic City, February 18, 1959.

Offices held:

Association of Mathematics Teachers of New Jersey: President, May 1958 - May 1959

Professional meetings attended:

Association of Mathematics Teachers of New Jersey: attended all regular as well as all executive meetings.

National Council of Teachers of Mathematics; Dec. 29,30, 1958: N.Y.C.; Mar. 31 - Apr. 4, 1959; Dallas, Texas; Aug. 18-19, 1959: Ann Arbor, Michigan.

New Jersey Education Association: annual meeting at Atlantic City, Nov. 1958.

Committee work:

During the past year I continued to serve as departmental representative to the 50th Anniversary Committee. I also served as a member of the committee dealing with Faculty awards.

National Council of Teachers of Mathematics:

a) member of committee to prepare a yearbook on evaluation.

b) chairman of the sub-committee of the Secondary School Curriculum Committee on adjustment of the mathematics program to pupils of below average ability.

Report of Mark A. Dubel

Publications:

"The Mathematics of Life Insurance", Institute of Life Insurance, October 1956. (Co-author).

"An Introduction to Intuitive Probability", North Publications, December 1962.

"Getting Started in a Small Office and Economic Plant", The Mathematics Teacher, February 1967.

"Projecting Pay and Time Changes in the Senior High School", The Mathematics Teacher, May 1969.

"Elementary Accounting in Business Mathematics", Cowry Publications, May 1969.

I also had two book reviews published in the February 1969 issue of The Mathematics Teacher, and presented a series of 6 film reviews for Mathematics to be released in the fall of 1969.

Talks:

University Junior High School P.T.A., Nov. 22, 1966: "Modern Trends in Mathematics".

National Council of Teachers of Mathematics, New York City, Dec. 27, 1966: "The Mathematics Program for Pupils of Average and Above Average Ability".

Fordham Lodge Jewish Center, March 5, 1967: "Mathematics and Religious Beliefs Mathematics Teachers Exam., N.Y., March 27, 1969: "The Mathematics Program in the Junior High School".

Eugene Pat Co., Secretary Club, March 27, 1969: "Mathematics Concept".

Associated Steel Utility, March 21, 1969: "A Review Program in Mathematical Techniques for Secretary School." (Joint anniversary dinner).

National Council of Teachers of Mathematics, Dallas, April 4, 1969: "A Mathematics Program for the Slow Learner."

Panel Discussions:

N.Y. Society for the Blind, Study of Education, New York, Inc. 17, 1966 Analysis Approximation of Science Mathematics, Atlantic City, February 16, 1969.

Other Data:

Association of Mathematics Teachers of New Jersey: Treasurer, May 1968 - May 1969

Professional Meetings Attended:

Association of Mathematics Teachers of New Jersey: attended all regular as well as all executive meetings.

National Council of Teachers of Mathematics, Dec. 26-29, 1966; N.Y.C.; Ser. 21 - Apr. 4, 1969; Dallas, Texas; Aug. 18-19, 1969; San Antonio, Texas.

New Jersey Teachers Association annual meeting in Atlantic City, 1969.

Committee Work:

During the last year I continued to serve on Departmental Improvements in the high school curriculum committee. I also served as a member of the Building Design Faculty Advisory.

National Council of Teachers of Mathematics:

* member of committee to prepare a pamphlet on Geometry.
* chairman of the curriculum of the Secondary School Mathematics Committee, an additional of the Mathematics Teacher.

Others:

(a) National Science Foundation:
Director of 1958-59 In-Service Institute.
Director of 1959 Summer Institute.
(As director I attended N.S.F. meetings in N.Y.C. and Washington D.C.).
(b) Institute of Life Insurance of New York: Mathematics consultant to help prepare training materials in this field.
(c) Educational Testing Service, Princeton: member of advisory committee on junior high school testing programs.
(d) School Mathematics Study Group: member of panel on below average pupils. Attended meeting in Boulder, Colorado, Aug. 9-11, 1959.
(e) I served as consultant and/or lecturer in in-service mathematics program at the following places:
Cincinnati, Ohio: Sept. 1-5, 1959
Metropolitan School Study Council: lecture and workshop sessions held at Montclair campus
Secondary schools of: Cape May County, Edison,Township, Dunellen, Englewood, Montclair, Sussex County, Westfield
(f) I contributed to the preparation of "Purchase Guide for Programs in Science, Mathematics, and Modern Foreing Languages" prepared by the Council of Chief Stats School Officers.

Report of EVAN M. MALETSKY

Meetings:
New Jersey Education Association convention at Atlantic City, November.
National Council of Teachers of Mathematics Christmas meeting at New York, December.
Mathematical Association of America meeting at Philadelphia, January.
Association of Mathematics Teachers of New Jersey meeting at Montclair, March.

Accepted for Publication:
Book review for the New Jersey Mathematics Teacher.

Memberships:
New Jersey Education Association
Association of Mathematics Teachers of New Jersey
National Council of Teachers of Mathematics

Graduate Work: New York University
Completed seventeen additional graduate credits
Passed preliminary examination and statistics examination

Miscellaneous:
Instructor of mathematics course, Numbers and Space, at the Adult School of Montclair.
Instructor and associate director of National Science Foundation Summer Mathematics Institute at Montclair.
Visited University of Maryland to collect information on the University of Maryland Mathematics Project for Junior High School.

Others:

(a) National Science Foundation:
Director of Undergraduate Institutes.
Director of 1960 Summer Institutes.
Its director; attended N.S.F. meetings in D.C. and Washington D.C.;

(b) Institute of Life Insurance of New York: Washington conventions to talk creative teaching materials in this field.

(c) Commercial Teaching Service, Tidewater: member of advisory committee on public high school teaching programs.

(d) School Information Study Group: member of panel on drive effective public. Attended meeting in Boston, Springfield, etc. 1-11, 1963.

(e) I served in consultant and/or lecturer in improving teacher-college programs at the following places:
Gloucester, Ohio: Sept. 1-5, 1963
Metropolitan School Study Council: lecture and workshop meetings held at Rockefeller campus
Secondary schools of: Cape May County, Ocean, Tuckahoe, Camden, Englewood, Montclair, Passaic County, Bertrand
(f) I participated in the preparation of "Programs Guide for Programs in Science, Mathematics, and Modern Foreign Languages" prepared by the Council of Chief State School Officers.

Report of Vice R. Mulford

Meetings:
New Jersey Education Association convention at Atlantic City, November.
National Council of Teachers of Mathematics Convention meeting, at New York, December.
Mathematical Association of America meeting at Pittsburgh, January.
Association of Mathematics Teachers of New Jersey meeting at Montclair, March.

Accepted for Publication:
Four papers for the New Jersey Mathematics Teacher.

Memberships:
New Jersey Education Association
Association of Mathematics Teachers of New Jersey
National Council of Teachers of Mathematics

Teaching Duty: New Jersey University
Completed graduate additional graduate credits.
Passed preliminary examination and qualifying examination

Miscellaneous:
Instructor of mathematics course, Numbers and Space, at the Junior School of Montclair.
Instructor and associate director of mathematics institute (Summer Mathematics Institute in Montclair.
Visited University of Maryland to collect information on the feasibility of starting mathematics program for Junior High School.

Report of John A. Schumaker

Graduate Study (at New York University School of Education--Division for the Scientific Study and Advancement of Education)

1. Research for Ph. D. thesis completed.
2. Thesis approved in entirety by sponsoring committee. (Final oral examination subsequently passed on October 20, 1959 and degree conferred with official date of October 26, 1959)

Meetings Attended

1. Mathematical Association of America
   a. New Jersey Section at New Brunswick in November
   b. National meeting at Philadelphia in January
2. National Council of Teachers of Mathematics
   a. Christmas Meeting at New York in December.
   b. Summer meeting at Ann Arbor, Michigan in August
3. Association of Mathematics Teachers of New Jersey
   a. at Atlantic City in November.
   b. at Montclair in March--was in charge of local arrangements.
   c. at Union in May.
4. Mathematics Section of New York Society for the Experimental Study of Education at New York City in October, December, February, March, and April.
5. New Jersey Education Association at Atlantic City in November.

Responsibilities Held in Organizations

1. Reelected secretary of Mathematics Section of New York Society for the Experimental Study of Education for 1959-60.
2. Appointed book review editor of The New Jersey Mathematics Teacher, journal of the Association of Mathematics Teachers of New Jersey, in April, 1959.

Articles Published

1. "The Algebra of Sets in the Teaching of Trigonometry" in January, 1959 The Mathematics Teacher (vol. 52, pp. 20-23)
2. Book reviews in The New Jersey Mathematics Teacher.

Accepted for publication

1. Book review for The Mathematics Teacher.
2. Book reviews for The New Jersey Mathematics Teacher.

Memberships

1. Mathematical Association of America
2. National Council of Teachers of Mathematics
3. Association of Mathematics Teachers of New Jersey
4. Mathematics Section of New York Society for the Experimental Study of Education.
5. Council for Basic Education
6. American Association of University Professors
7. New Jersey Education Association
8. National Education Association

Miscellaneous

1. Adviser to Sigma Phi Mu, the Montclair State College Mathematics club.
2. Adviser to the Montclair State College Chapter of Inter-Varsity Christian Fellowship
3. Co-Chairman of 1958 Mathematics Visitation Day of Montclair State College.
4. Reelected Financial Secretary of First Methodist Church of Montclair

Graduate Study (at New York University School of Education—Division for the Scientific Study and Advancement of Education)

1. Preparation for Ph. D. thesis completed.
2. Thesis approved in entirety by sponsoring committee.
(Final oral examination subsequently passed on October 20, 1961 and degree conferred with official date of October 30, 1961)

Memberships

1. Professional associations of members
   a. New Jersey Teachers of Mathematics in Secondary Schools
   b. National meeting of Mathematics in Industry
2. National Council of Teachers of Mathematics
   a. Conference Meeting at New York in December.
   b. Summer meeting at Ann Arbor, Michigan in August
3. Association of Mathematics Teachers of New Jersey
   a. At Atlantic City in November.
   b. At Rutgers in Spring—this is chairs of local arrangements.
   c. At Seton in May.
4. Mathematical Section of New York Academy for the Experimental Study of Education at New York City in October, December, February, March, and April.
5. New Jersey Education Association at Atlantic City in November.

Responsibilities Held in Professional

1. Technical secretary of Mathematics Section of New York Society for the Experimental Study of Education for 1960-61.
2. Appointed book review editor of The New Jersey Mathematics Teacher. Journal of the Association of Mathematics Teachers of New Jersey, in April, 1962.

Articles Published

1. "The Figure of Pete in the Teaching of Trigonometry" in January, 1959 The Mathematics Teacher (Vol. 52, pp. 43-48)
2. Book reviews in The New Jersey Mathematics Teacher.

Articles for Publication

1. Book review for The Mathematics Teacher.
2. Book reviews for The New Jersey Mathematics Teacher.

Memberships

1. Professional associations of Society
1. National Council of Teachers of Mathematics
3. Association of Mathematics Teachers of New Jersey
4. Mathematics Section of New York Society for the Experimental Study of Education.
5. Council for Basic Education
6. American Association of University Professors
7. New Jersey Education Association
8. National Education Association

Miscellaneous

1. Activity in Rutgers Alumni Club, the Rutgers State College Alumni Club.
2. Activity in the Rutgers State College Council of Inter-Faculty Curriculum Committee
3. [illegible]

Report of JEROME MANHEIM

Graduate Study: Teachers College, Columbia University and Columbia University

1. Probability and Statistical Inference (Columbia)	3s.h.
2. Overview of College Administration	2
3. Seminar and Project	3
4. Research	1
5. Seminar and Project	3
6. Education and Personality	2

Passed Certification Examination (Departmental qualifying examination) for the Ph.D.

Passed French Examination for PH.D.

Meetings attended:
Math. Assoc. of America. National meeting at Philadelphia in Jan.
National Council of Teachers of Mathematics. Christmas meeting at New York in Dec.
Assoc. of Math. Teachers of N.J. at Atlantic City in Nov; Montclair in March; and Union in May.
Mathematical Section of New York Society for the Experimental Study of Education, at New York in Feb., and March.
New Jersey Educational Association at Atlantic City in Nov.

Article Published:
"Introducing Irrational Numbers Into High School Algebra", The New Jersey Mathematics Teacher, April

Accepted for Publication:
Book review for The New Jersey Mathematics Teacher.

Addresses:
Guest speaker at Aphesteon dinner, January.

Memberships:
1. Mathematical Association of America
2. Association of Mathematics Teachers of New Jersey
3. New Jersey Education Association

Society:
Kappa Delta Pi. Elected, 1959, T.C., Columbia

Report of BELLE KEARNEY

Committee Activities:
Member of Assembly Committee at Montclair State College

Review of Action Research

Graduate Study: Lawrence College, Columbia University and Colorado University

1. Experiences and vocational interests (biography) 2a.b.
2. Overview of College Administration 2
3. Seminar and Projects 3
4. Research 3
5. Teaching and Projects 3
6. Summation and Reflection 3

Passed Certification Examination (Comprehensive, including examination) for Ohio Ed.D.

Passed Thesis Examination for Ed.D.

Awards received:
Beth, Grace, of Amherst. National Award as Outstanding in Law.
National Council of Teachers of Mathematics. Conference Awards at New York in Dec.
Adams, of Ashe. Teachers of E.L. at Atlantic City in 2nd; Sunshine in Jersey; and Ohio in May.
Educational Section of New York Society for the Experimental Study of Education, at New York in 3rd., and Boston.
New Jersey Educational Association at Atlantic City in Nov.

Articles Published:
"Introduction" Educational Problem Tabs in A. Sandel "Lawrence".
The New Science Mathematics Teacher, April

Accepted for Publication:
Book review for The New Jersey Mathematics Teacher.

Interests:
Self Analysis in Education Client, Society.

Specialty:
1. Behavioral Psychology of Analysis
2. Association of Mathematics Teachers of New Jersey
3. New Jersey Planning Association

Society:
Sigma Delta Pi. Elected, Iota, 1.L., Chapter

Review of Life Studies

Conditions Initiative:
Number of Successful Conditions at Critical Point Critique

Associations memberships held:

American Association of University Women, Nutley Branch
Association of Mathematics Teachers of New Jersey
Association of New Jersey State Colleges
Council of State Employees
Kappa Delta Pi, Kappa Chapter
Mathematical Association of America
Montclair State College Faculty Association
Montclair Teachers Club
National Council of Teachers of Mathematics
National Education Association
New Jersey Ecucation Association
Pi Lambda Theta, Alpha Epsilon Chapter
Section 10 (Mathematics Section) of New York Society for the Study of Experimental Education

Meetings and conventions attended:

American Association of University Women - Nutley - June 10
Association of Mathematics Teachers of New Jersey - Atlantic City - November 7,8 - Montclair - March 7
Association of New Jersey State Colleges - Trenton - Sept. 19
Kappa Delta Pi, Kappa Chapter - New York - April 14
Mathematical Association of America - Philadelphia - Jan. 23
National Council of Teachers of Mathematics - New York - Dec. 29,30 - Dallas - April 1-4
New Jersey Education Association - Atlantic City - Nov. 7-8
Pi Lambda Theta, Alpha Epsilon Chapter - New York - April 22
Section 10, New York Society for the Study of Experimantal Education - New York - December 5

Material published:

Book review published in The New Jersey Mathematics Teacher, April 1959.

Work toward Ph.D. Degree:

Ed. 202E - History of Education in American Culture	2pts
Ed. 302E - Ideas That Have Changed American Education	3pts
Ed. 200MA ½ Overview of Public School Administration	2pts
Ed. 268PW - Discussion Conference on Problems in Mathematics Teaching	1pt
T.C. Math. 267GSI - Coordinate Geometry -	Audit
Math. 111 - Fundamental Concepts of Mathematics	Audit

Certification Examination (6 hrs) on March 2

Report of LOUIS H. KANTER

I attended the November meetings of the Mathematical Assoc. of America, held at Rutgers Univ., and the following meetings of the American Mathematical Society: January meetings at the Univ. of Pennsylvania; February meetings at Columbia Univ., April meetings at the Hotel New Yorker.

I also attended the Conference of Differential Equations held at the National University of Mexico in September.

Appointments pending in April:

Hampton Association of University Women, Young Women's Association of Intermediate Department of New Jersey
Association of New Jersey State Colleges
Council of State Employees
Eta Pi Sigma Pi, Sigma Chapter
International Association of Journals
Journalist Union College Faculty Association
Associate Teachers Club
National Council of Teachers of Mathematics
National Education Association
New Jersey Democratic Association
Pi Lambda Omega, Alpha Epsilon Chapter
Meeting to inaugurate meeting of New York Dodgers for the study of Intercultural Education

Meetings not previously reported:

Association Association of University Women - Media - June 10
Association of Mathematics Teachers of New Jersey - Atlantic City - Nov. 9
Club - Speaker V.S. - Lincoln - Jan. 9
Association of New Jersey Teachers Colleges - Trenton - Sept. 19
Sigma Delta Pi, Sigma Chapter - New York - April 14
Mathematical Association of America - Philadelphia - Jan. 23
National Council of Teachers of Mathematics - New York - Dec. 28, 29 - Dallas - April 3-4
New Jersey Education Association - Atlantic City - Nov. 1-2
Pi Lambda Omega, Alpha Epsilon Chapter - New York - April 14
Section 13, New York Society for the Study of Intercultural Education - New York - December 3.

Material published:

Book review published in The New Jersey Mathematics Teacher, April 1964.

Pre-Speech Activities:

Feb. Speech - Society of Education in Western Nations - Spring
Mar. Speech - Ideas that Have Changed American Education - Spring
Apr. Address - Committee of Public School Administration - Spring
May. Address - Financial Contributions to Projects in Mathematics Teaching - Spring
June Speech - Coordinate Journey - June
Aug. 1-2. Sept. Speech - Coordinate Journey - June
Aug. III - Professional Concerts of Mathematics - June
Certification Commission (4 yrs) on exam 6.

Report of Louis E. Carter

I attended the November meeting of the Mathematical Association of America, Inc. at Kenyon College. And the Tolerance meetings of the American Mathematical Society. January meeting at the City of Pennsylvania; February meeting at Columbia Univ., April meeting at the Hotel New Yorker.

I also attended the Conference of Representative Associations at the National University of Mexico in September.

In addition I worked on my book on selected topics for a text in first year college mathematics, bringing it somewhere between half and two-thirds to completion.

Report of LAWRENCE J. REED

Meetings Attended:

NJEA Convention, Atlantic City, November 1958.
National Council of Teachers of Mathematics, Summer Meeting, University of Michigan, Ann Arbor, Michigan, August, 1959.
American Meteorological Society, Annual Meeting, New York City, January, 1959.
Association of Mathematics Teachers of New Jersey, Montclair State College, March, 1959.

Publications:

Book review for The New Jersey Mathematics Teacher.

Memberships:

National Council of Teachers of Mathematics.
Association of Mathematics Teachers of New Jersey.
National Education Association.
New Jersey Education Association.
American Meteorological Society.

Miscellaneous:

Adviser, Chess Club, College High School.
Adviser, Tennis Club, College High School.
Adviser, Sigma Phi Mu, MSC Mathematics Club.
Lecture, Meteorological Aspects of Radioactive Fallout, New Jersey RADCHEM Course, Trenton State College, May, 1959.

Report of T. ROLAND HUMPHREYS

During the past academic year I have continued my membership and participation in the activities of the following professional groups: The American Mathematical Society; The Mathematical Assoc. of America, both the Metropolitan Section and The North Jersey Sections; The National Council of Teachers of Mathematics; The Central Association of Science and Mathematics Teachers; Section 10

In addition I wrote up my book on national topics for a case in first year college mathematics, writing it somewhere between half and two-thirds to completion.

Report of Lectures L. Dale

Meetings attended:

SDTA Convention, Asbury Park, November 1972.
National Council of Teachers of Mathematics, Summer meeting, University of Illinois, Ann Arbor, August, 1972.
American Mathematical Society, Annual Meeting, New York City, January, 1973.
Association of Mathematics Teachers of New Jersey, Monmouth State College, March, 1973.

Publications:

Book review for the New Jersey Mathematics Teacher.

Memberships:

National Council of Teachers of Mathematics.
Association of Mathematics Teachers of New Jersey.
National Education Association.
New Jersey Education Association.
American Mathematical Society.

Miscellaneous:

Adviser, Chess Club, Cottage Hill School.
Adviser, Junior Club, Cottage Hill School.
Adviser, Tiger Pen Co, NJC Entertainment Club.
Lecture, mathematical aspects of Individual Motion, New Jersey Matrons Course, Trenton State College, May, 1973.

Report of E. Julian Hawkins

During the past academic year I have continued to participate and participate in the activities of the Mathematical Association of America. The American Mathematical Society, the National Council of Teachers of Mathematics, both the National Education Association and the New Jersey Education; the National Council of Teachers of Mathematics of New Jersey; the Central Association of Teachers and Supervisors Mathematics; section 14

of the New York Society for the Experimental Study of Education; The Association of Mathematics Teachers of New Jersey; The National Education Association; The Association for Higher Education of the N.E.A.; The New Jersey Educational Association; The Council of State Employees; The Association of New Jersey State College Faculties; The M.S.C. Faculty Association and the Parent Teacher Association of the College High School. I continued to participate in some of the activities of the mathematics clubs at M.S.C., Sigma Phi Mu and Aphesteon. By recognizing and integrating the activities with certain class sessions I was able to secure an excellent attendance of seventh grade students at the meetings of the Seventh and Eighth Grade Mathematics club which was under the direction of Dr. Sobel.

I was also a member of the Association of the Mathematics Teachers of New York City. I served as a member of the publicity committee of the association in connection with the Christmas meeting of the National Council of Teachers of Mathematics which was held in New York City during the Christmas Holidays. My activities included attendance at one or more of the meetings of the following professional associations: The American Mathematical Society; The Mathematical Association of America both the Metropolitan and North Jersey Sections, Section10 of the New York Society for the Experimental Study of Education; The National Council of Teachers of Mathematics; The Association of Mathematics Teachers of New York City; The Assoc. of Mathematics Teachers of New Jersey, The N.J.E.A.; The Council of State Employees, and The Association of New Jersey State College Faculties.

I served with Professor John Schumaker in compiling a list of mathematics chairmen of high schools and preparatory schools in this area and sending invitations to a select group of high schools seniors to attend the mathematics department's Visitation Day, Nov. 18th. During this day Professor W. W. Sawyer visited my seventh grade class at College High School. He expressed interest and pleasure at the types of activities he observed. It was at this time that he asked three of the boys to submit their pictures with the report which they had given to the class on some experiments with finite differences. This material was published in the March 1959 issue of a national journal, The Mathematics Students Journal. The boys were John Young, James VonSuskil and Glenn Rice. Their experiments were outgrowths of a unit on number patterns and relations which I developed with the seventh grade. Twenty of the thirty seventh graders became subscribers to the Mathematics Student Journal. During the Spring meeting of the A.M.T.N.J. some of this seventh grade class served as a demonstration class for a teacher from Virginia who demonstrated some aspects of the Univ. of Maryland Experimental Program for Grades 7 and 8. I continued to keep informed of curricular experiments and suggested changes by purchasing materials from the University of Maryland and from the School Study Group at Yale Univ. Some of these materials I used successfully with this same seventh grade class at College High School.

During the summer session I attended the N.S.F. lectures open to those not in N.S.F. as well as the enrollees. I found these well

of the New York Society for the Experimental Study of Training, the association of Supervisors Employed by New Jersey, the National Education Association, the association for Higher Education of the N.E.A., the New Jersey Elementary Association, the Council of State Supervisors, the Association of New Jersey State College Faculties, the N.J.S. Teacher Association and the Parent Teacher Association of the College High School. I contributed to articulate in each of the activities of the extension clubs at N.J.C., Camp Tal Wo Wuh Kpaqaqa. By participating and integrating the activities with portable class sessions I was able to secure an excellent attendance of parents from Teaneck at its meetings of the Dutch and Dutch Home Economics club which was under the direction of Dr. Sobel.

I was also a member of the Association of New Jersey Teachers of New York City. I served as a member of the political committee of the association to cooperate with the Interlocking committee of the National Council of Teachers of Mathematics in New York City. Participating in the activities of the association was both the educational and social aspect of the association. Participation of the New York society for the Experimental Study of Education, the National Council of Teachers of Mathematics, the Association of Mathematics Teachers of New Jersey, the Council of Teacher Employees, and the Association of New Jersey State College Teachers.

I served with Professor John Dobbins in compiling a list of mathematics chairmen of high schools and preparatory schools in this area and assisting institutions to a select group of high school teachers to attend the mathematics department's Visitation Day, May, 1935. During this my cooperation with Professor E. T. Dewey visited by getting group plans at College of N.J. School. He experienced interest and pleasure at the types of activities he observed. It was at this time that he asked those of the boys to submit their pictures with the reports which they were to use along in view experiments with Finite differences. This material was used/and in the March 1935 issue of a national journal, the Mathematics Teachers Journal. The boys were John Dumm, Frank Tarkowski and Owen Kyle. Their experiments were outgrowths of a unit on number patterns and analytics which developed with the advanced group. Twenty of the finity students graduate became cooperators to the mathematics students journal. During the Spring meeting of the N.J.T.M.A. some of this research group also served as a demonstration class for a teacher from Virginia who demonstrated some aspects of the Dewey, of Mayflower Experimental Program for grades 7 and 8. I continued to keep informed of curriculum experiments and suggested changes by providing materials from the University of Michigan and from the School Study Group of this city. Some of these materials I used successfully with this new research group since at College High School.

During the summer session I attended the T.C.U. Lectures over the Bell Telephone N.J.T.M. as well as the conferences. I found these well

worthwile and the informal contacts both with the speakers and a number of the N.S.F. students mutually interesting. I found my course Math. 401X, "The Teaching of Mathematics", given for certification purposes very challenging. Some students had a lapse of 30 years since they had been in college and worked with mathematics while others had just received their A.B. degree in June with a major in mathematics. The groups weakest spot was the work in Euclidean geometry with which many had had no experience since high school. Twelve of the twenty had had no work in solid geometry even in high school. In developing lessons and in presenting lessons a number found it difficult to break from a straight lecture and provide for student participation in the development. The course included achievement tests in the subject matter of high school mathematics in addition to both paper and performance tests of methods and techniques. With the assistance of the Audio-Visual Dept. I was able to tape the lessons which they developed and give them an analysis emphasizing strengths and weaknesses. With the aid of Dr. Scholl of the Speech Dept. one student was given assistance and guidance in improving her speech. Two other students appeared to have speech difficulties and it was suggested that they consult with Dr. Scholl but they failed to take advantage of this opportunity. It is possible that more than a suggestion, some requirement might be desirable even in such a service ~~group~~ course given to those who are not our graduates. A number of the group expressed to me their appreciation of the course and were regretful that the course was not a three or four hour course rather than the two which is now allotted.

During the academic year I viewed Continental Classroom with its course in Modern and Atomic Physics. Some of the material I found of value in the course which I give in mathematics analysis for science majors. This current academic year I am following the course in Modern Chemistry.

notebooks and the informal contacts both with the students and a number of the E.S.S. students assisting interesting. I found my course work, also, the teaching of mathematics, given our particular circumstances very challenging. Some students had a lapse of 20 years since they had been in college and worked with mathematics while others had just recently finished E.S. Course is done with a major in mathematics. The course material was the same as auditorium geometry with which many had had no experience since high school. Twelve of the twenty had been in some in-service geometry or high school. In developing lessons and in presenting lessons a number found it difficult to break from a lecture and provide for student participation in the development. The notes included exercises such in the subject matter of high school mathematics in addition to their paper and performance with materials and techniques. With the exception of the audio-visual part, I was able to have the lessons which they developed and give them an analysis emphasizing strength and weaknesses. With the aid of Dr. Ferdinandi if the Summer Dept. one student was given individual and guidance in improving her speech. Two other students expressed to have speech difficulties and it was suggested that they consult with Dr. Ferdinandi but they failed to take advantage of this opportunity. It is possible that more than a suggestion, some requirement might be desirable even in such a service course. Some students given to think and not our premises. A number of the group expressed to me their appreciation of the course and were regretful that it could not be three or four hour course rather than the two which is now allotted.

During the academic year I visited experimental classroom with the course in modern and atomic physics. Some of the material I found of value in the course which I give in mathematics analysis for science majors. This summer academic year I am following the course in modern chemistry.

Report of BRUCE E. MESERVE

The growth of the Mathematics Department from 7 to 10 staff members, by 50 percent in the size of the freshman class, and by over 50 percent in the scope of its graduate program brought administrative responsibilities that would have been completely unbearable without the assistance of the Dreyfus program and the cooperation of the entire staff. Interviews with over 150 prospective students, extensive correspondence, general supervision of the special programs mentioned in the first part of this report, the teaching of courses requiring special development, and the reorganization of the graduate program each required considerable attention.

I attended about a hundred meetings and lectured at about half of them including meetings in 8 New Jersey communities; New York City; Charlottesville, Va.; Hempstead, L.I.; Dallas, Texas; Greenville, N.C.; and Ann Arbor, Michigan.

My responsibilities in professional organizations included:

National Council of Teachers of Mathematics
- Member, Board of Directors
- Representative on the AAAS Cooperative Committee on the Teaching of Science and Mathematics
- Member, Secondary School Curriculum Committee
- Chairman, Yearbook Planning Committee
- Member, Publications Committee
- Member, Budget Committee

Association of Mathematics Teachers of New Jersey
- Vice-President
- Member of Editorial Board

N. J. Section of the Mathematical Association of America
- Retiring Chairman

School Mathematics Study Group
- Member, Panel on Teacher Training Materials

I also have memberships in a dozen other professional organizations.

My publications during 1958-9 include 5 book reviews and one article in addition to my work on books. During the year FUNDAMENTAL CONCEPTS OF ALGEBRA (1951) and FUNDAMENTAL CONCEPTS OF GEOMETRY (1953) were reprinted by the Addison-Wesley Publishing Co; COLLEGE ALGEBRA, 4th ed. (P.M. Whitman, co-author) with Ginn and Co. became the best seller in its field; INTERMEDIATE ALGEBRA FOR COLLEGES, 2nd ed. (P.M. Whitman, co-author) went through press with Ginn and Co. for release in Jan. 1960; A FIRST COURSE IN GEOMETRY and also GENERAL MATHEMATICS, 2nd ed. (V.S. Mallory and K.C. Skeen, co-authors) went through press for fall 1959 publication by the L.W. Singer Co.

Report of [illegible] J. Hughes

The growth of the national legislature from 7 to 10 staff members, by 20 persons in the size of the freshman class, and by over 40 persons in the range of its graduate programs brought additive leadership responsibilities that would have completely unmanageable without the existence of the Dwyer program and the cooperation of the senior staff. Interviews with over 100 prospective students, extensive correspondence, general supervision of the special programs mentioned in the first part of this report, the recruiting of counsel, supervising special development, and the reorganization of the graduate program were requisite considerable attention.

I extended some a conducted meetings and lectures on about half of them including meetings in 8 the advent conventions; New York City; Cincinnati, O.; Indianapolis, Ind.; Tampa; Jacksonville, Fla.; and San Diego, Calif.

My responsibilities in professional organizations included:

National Council of Teachers of Criminalistics
Member, Board of Directors
Representative on the Law Enforcement Committee on the
Teaching of Science and Mathematics
Member, Academy School Curriculum Committee
Chairman, Textbook Planning Committee
Member, Publications Committee
Member, Budget Committee
Examiner of Criminalistics Examinations of the Library
Vice President
Member of National Board
N. J. Section of the Criminalistics Association of America
Meeting Chairman
School Criminalistics Study Group
Member, Panel on Teacher Training Materials

I also have membership in a dozen other professional organizations.

My publications during 1952-1 include 3 book reviews and one article in addition to my work on Dwyer. Thus, the year [illegible] [illegible] of Alabama (1951) and Various Fall Criminality in Monroe (1951) were reprinted by the Administrative Institute, [illegible] Police Academy, (F.E. Whitman, co-editor) with Jim and Co. Donnie the [illegible] editor in its field; Criminalistics Alpha Zta Omicron, 2nd ed. (F.E. Whitman, co-editor) was taught with Jim and [illegible]. [illegible] in Jan. 1950; a first course in Chemistry and also Criminalistics, 4th ed. (F.E. Salisbury and E.E. Kern, co-author) most [illegible] power for full load publication in the U.S. Bureau of.

IV. Recommendations

These recommendations are proposed after discussion with the members of the departmental staff. Leadership requires the courage to be different (perhaps wrong). These recommendations are considered to offer the best environment for leadership that can be foreseen at this time.

1. A position of Graduate Counselor should be created in the Mathematics Department with responsibilities for the entire graduate program including:

(a) advising all graduate students and prospective graduate students,

(b) the development of the graduate program each term and summer,

(c) the selection (in cooperation with the instructors) of texts for graduate courses,

(d) representing the Department on the graduate council, and

(e) preparing copy for the revisions of the graduate bulletin and the bulletin describing the graduate program in mathematics.

The Graduate Counselor would then be the normal person to be Acting Chairman of the Department during summers and would in this respect take priority over the Chairman.

In view of the college policy of expecting the departmental representatives on the Graduate Council to hold earned doctorate degrees and in view of Mr. Clifford's extensive outside interests in quality control, it is recommended that Dr. Sobel be made Acting Graduate Counselor for 1960-1961 with a 3 s.h. credit each semester on his teaching load for these duties. This would facilitate the integration of National Science Foundation and regular college offerings as recommended by NSF. It would also provide a basis for MSC determination of the effectiveness of such a position in the Mathematics Department.

2. A position of Undergraduate Counselor should be created in the Mathematics Department with responsibility for:

(a) the selection of prospective students,

(b) the development of the undergraduate mathematics program each term,

(c) the selection (in cooperation with the instructors) of texts for the undergraduate mathematics program,

12. Recommendations

These recommendations are presented after discussion with the members of the departmental staff. Admittedly readers may wish to be different in some respects. Some recommendations are predicated on other and hard workmanship for instance that can be formed only with time.

1. A position of Chemistry Technician should be created in the mathematics department with responsibilities for the active physics program in the College:

(a) maintaining all physics apparatus and preparation materials;

(b) the development of the physics program such as may be deemed;

(c) the selection (in consultation with the instructors) of texts for the course;

(d) recommending the improvement in the physics program;

(e) assuming sole for the maintenance of the physics building and the facility regarding the physics program in mathematics.

The Chemistry Technician would also be the normal person to be asking questions of the Department Chairman and would in this respect take priority over the Laboratory.

In view of the college policy of expanding the open laboratory improvements in the Chemistry Department is this second department and in view of the difficulty experienced with quality improvement (or quality control), it is recommended that Dr. Lund be made acting Chemistry Technician for 1969-1970 with a 1/3. credit also remainder on his teaching load for these duties. This would facilitate the introduction of National Chemistry and physics colleges affiliation as recommended by MOE. It would also provide a basis for MOE determination of the attractiveness of such a position in the Chemistry Department.

2. A position of Chemistry Technician should be created in the Mathematics Department with responsibility for:

(a) the selection of prepared materials;

(b) the development of the undergraduate mathematics program each term;

(c) the selection (in consultation with the instructors) of texts for the undergraduate mathematics courses;

(d) providing students with opportunities to join professional organizations, and

(e) preparing copy for the revisions of the undergraduate catalog and the brochure describing the undergraduate program in mathematics.

It is recommended that Dr. Schumaker be made Acting Undergraduate Counselor for 1960-1961 with an appropriate credit on his teaching load. This would be an extension of his duties in the Spring of 1960 and would provide him with an opportunity to develop at Montclair many of the ideas gained in developing his doctoral dissertation on a related topic.

Note: Under such a drastic suggestion of reorganization it seems worth while to note that there still remain some responsibilities for the departmental chairman including:

(a) selection of staff, supervision of staff, and assignment (in consultation with graduate and undergraduate counselors) of teaching loads--a responsibility which has been neglected in the past;

(b) representing the Department on the Administrative Council;

(c) supervision and coordination of the work of the graduate and undergraduate counselors with the overall program of the Department and College;

(d) development of the general education mathematics program (over one-fifth of the Department's load);

(e) supervision of the mathematics program of the demonstration high school (nearly one-fifth of the Department's load);

(f) supervision of the practice teaching program for mathematics majors, and

(g) representing the Department in the numerous contacts within and outside the college (including the writing of the annual report).

There still remain numerous items such as the requesting of library books (currently done by Dr. Schumaker) and the making of requisitions for supplies (currently done by Mr. Humphreys) which would be shared by the members of the staff.

It is recommended that the Chairman be allowed 3 s.h. each semester credit on his teaching load for his duties. The total administrative time recommended for the three suggested administrative positions in the Mathematics Department would be less than the administrative time that has been used for two years under the college and Dreyfus programs. This time has made possible the expanded program described in the first part of this report, a program which has brought recognition to the college as a whole in many ways.

(d) providing students with opportunities to join professional organizations; and

(e) preparing copy for the revisions of the undergraduate catalog and the brochures describing the undergraduate programs in mathematics.

It is recommended that Dr. Simmons be made acting undergraduate director for 1969-1971 with an appropriate stipend as his teaching load. This would be an admission of his status in the faculty of 1971 and would provide him with an opportunity to develop as scholarly body of his ideas pertinent to undergraduate mathematics be a related expert.

Dates: under cover a tentative assignment of responsibilities. It seems worth while to note that there still needs some thought and/or action for the departmental electronic laboratory.

(a) selection of staff, supervision of staff, and development in computation also programs and undergraduate coordinator of teaching load--a responsibility which has been neglected in the past;

(b) recommending the improvement to the administration towards;

(c) monitoring and coordination of the work of the graduate and undergraduate committees with the overall program of the department and faculty;

(d) determination of the general curriculum requirements (over one-fifth of the Department's load);

(e) supervision of the mathematics program in the department's high school (nearly one-fifth of the Department's load);

(f) supervision of the graduate teaching program for teaching assistants, etc;

(g) representing the Department in the department committee within and outside the college (including the writing of the annual report).

There still remain numerous items such as the reassessing of library needs (currently done by Dr. Schneider) and the making of requisitions for supplies (currently done by Dr. Simmons) which would be assumed by the chairman of the staff.

It is recommended that the Chairman be released 1 a.m. each semester credit on his teaching load for his duties. The total coordinatorship time recommended for the three undergraduate coordinator positions in the Mathematics Department would be less than the administrative time that has been used for two years under the colleague and Dr. Smith's programs. This time had been partly the expanded problems associated to the first year of this program, a program which has increasingly predominated in the position as a whole of many ways.

3. Recognizing that physical facilities provide a necessary (although not sufficient) prerequisite for an effective program, it is recommended that the facilities of the Mathematics Department be maintained as an attractive and effective unit which will continue to make special programs possible. Such activities are essential if we are to have a mathematics program which will be competitive with those offered by other institutions.

B.G. Brown

Montclair State College

Medical Department

Report to the President
Academic Year
1958 — 1959

The aims of the Medical Department are to maintain the physical and emotional health of the students and other personnel of Montclair State College at the highest possible degree. This we attempt to do by physical examinations of all entering students, by periodical examination of all other students on the campus and by caring for all accidents and illnesses as they occur.

Prior to my becoming college physician there had been no full time medical supervision at the college for some time and I, therefore, am not familiar with exactly what the previous annual reports consisted of before 1958. Since that time we have provided medical and nursing care for the entire college at all times.

The Medical Department consists of one full time physician and two graduate registered nurses. In October of 1958 we moved into new and much more extensive facilities than had been available previously. The Infirmary is located in Russ Hall and consists of reception, examining, therapeutic and domiciliary rooms. With the increased facilities we have been able to offer the following services during the year of 1958-1959:

NUMBER OF CASES - - - - - - - -	2,868	- For injuries, illnesses or consultation.
REFERRED (to other physician)	223	- For X-rays, treatment of fractures, psychiatric consultation, etc.
INFIRMARY DAYS - - - - - - - -	2,261	- Including students and faculty requiring regular hypodermic treatments and innoculations for overseas travel.

TUBERCULIN TESTS - - - - College High School 9 - 12th grades
College
Faculty
Staff

- - - - Above 2,000 tests

Result - Discovered - 2 cases of active tuberculosis
- 7 cases of arrested tuberculosis

Washington State College

Medical Department

Report on the Physical
Condition Year
1940 — 1941

The aim of the Medical Department has been to maintain the physical and emotional health of the students and other personnel of Washington State College at the highest possible degree. This is attempted by the by physical examinations of all entering students, by periodical examinations of all other students in the college and by meeting the emotional and illnesses as they occur.

Since the by Assembly College physicians have had been in full view medical supervision of the students for more than the 1, therefore, an new Health Center with exactly when the previous medical records completed of nothing 1941. Since that time we have provided medical and nursing care for the entire college as all known.

The Medical Department consists of two full time physicians and two graduate registered nurses. In January of 1941 we started two new and much more extensive facilities that had been initiated previously. The Dispensary is located in three well and comfortable of examining, medicine, treatment and hospitalization rooms. With the increased facilities we have been able to attend the following services during the year of 1940-1941:

Number of Calls - - - - - - - - 5,000 - for Students, Alumnae or Employees.

Surgeries (for minor injuries) 222 - for Burns, Sprained or Dislocated, Lacerations, Contusions, etc.

Infirmary Calls - - - - - - - - 3,245 - including Accidents and Physical Inspection Medical Examinations, Immunizations and Immunizations for Physical Service.

Personnel Health Report - - - - College Year Ending 1 - 1941 Report
College
Employed
Staff

- - - - Above 5,000 Lives

Health - Physical - 2 Years of Active Participation
- 1 Years of Supervised Recreational

WASSERMANN TESTS - - - - - 2

VACCINATIONS - - - - - - - - 8

WORKING PAPERS and OTHER PAPERS and CAMP FORMS - - - - 64

PHYSICAL EXAMS - - - - - - College High School
Freshman
Juniors
Seniors and for certification

TEAMS - - COLLEGE:

Football
Soccer
Basketball
Baseball
Track and Cross Country
Wrestling

COLLEGE HIGH SCHOOL:

Basketball
Football

ALL STUDENT INSURANCE and COMPENSATION FORMS are processed through the Medical Department

During this year we inaugurated the tuberculin test in preference to mass X-ray to minimize the danger of excess radiation and to cut the cost at the same time.

It seems obvious that, in a college that is expanding its student body and facilities, more extensive medical services should be available. Under present conditions a large number, although not a large percentage, of patients must be referred elsewhere because we do not have X-ray or laboratory facilities, nursing and medical care sufficient to fill the growing needs.

If the college is to continue to grow in size and stature, an expanded medical program is needed. With additional personnel, both medical and nursing, additional programs including teaching students to overcome personal problems both physical and mental can be set up. We have, up to the present time, done our utmost to fulfill all of these requirements under necessarily limited circumstances.

Muriel J. Bradley M.D.

Montclair State College

Department of Music

Report to the President
1958 - 1959

I. Trends and Developments

A. Changes in the Music Faculty

1. Mr. Benjamin Wilkes, engaged as assistant professor to take the place of Mrs. Jean Ludman who resigned in July, 1958, teaches voice and music appreciation to Freshmen.

2. Dr. Arthur Christmann has been stepped up from 3/5 time to 4/5 time.

B. Gifts to the College

1. From Mr. Herbert Spencer, 4 Belvedere Place, Montclair; violin solos and string ensemble music.

2. From Miss Helen Bass, 106 Eastman Street, Cranford, New Jersey; Boston Symphony Orchestra Program notes, 1932-1958.

3. From Mr. Frank Ploch, 86 Grove Street, Clifton, New Jersey; a second record library consisting of 22 albums of Masterworks recordings, all 78.

4. From the Trustees of Panzer College, a Chickering Grand Piano; after consultation with Dr. Tews, Chairman of the Physical Education Department, it was agreed that this instrument would be placed in Studio 2, Music Building.

5. From Mrs. Carl H. Schlachter, 7 Crestmont Road, Montclair; a library of piano music consisting of 201 bound volumes and 24 portfolios of sheet music.

C. Mark Andrews Scholarship

This scholarship of $95 was awarded to Lawrence Hoogerhyde, junior music major, to attend the Christiansen Choral School at Chambersburg, Pennsylvania from June 29 to July 9 of this year.

D. Clarence O. S. Howe Memorial Organ Scholarships

Two scholarships of $55 each were awarded to Roger Rossnagel and Vincent Verga, junior music majors and organ primary students

Monticello State College

Department of Music

Report to the President
1930 - 1939

1. Trends and Developments

A. Courses in the Music Faculty

1. Mr. Benjamin Wilkes, engaged as assistant professor to take the place of Mrs. Jean Dobson who resigned in July, 1934, teaches voice and music appreciation in Treadmore.

2. Dr. Arthur Christmann has been employed by from 1/2 time to 1/3 time.

B. Gifts to the College

1. From Mr. Andrew Hanover, 1 Hollowbrook Place, Monticello; violin solos and string ensemble music.

2. From Miss Helen Hess, 116 Dodson Street, Kingston, New Jersey; Boston Symphony Orchestra Program Series, 1934-1938.

3. From Dr. Frank Flock, 86 Grove Street, Clifton, New Jersey; a second room library containing of 11 volumes of instrumental methodology, 1933 Ed.

4. From the Trustees of Farmer College, a Gulbransen Piano Player; after consultation with Dr. Tome, Chairman of the Musical Education Department, it was learned that this instrument would be placed in Studio 2, Music Building.

5. From Mrs. Carl M. Gunderson, 7 Crestwood Road, Monticello; a library of piano music consisting of 201 bound volumes and 36 portfolios of sheet music.

C. Music Lecture Demonstrations

This polytechnic of 1935 was matched to Lawrence Bookstore, junior music major, to attend the Christiansen Choral Library demonstration, Philadelphia from June 27 to July 2 of this year.

D. Concerts D. P. Jazz Theatrical Opera Dramatizations

The dramatizing of 1935 such were received to Hugo Horenstein and Vincent Tarp, junior music majors and Arthur Phelps, sophomore

to attend the Church Music Institute at Alfred University, Alfred, New York, July 12-17 of this year.

E. Mus. 460 - Musical Studies in Europe

The Third Musical Studies in Europe field course was conducted by Mr. Emil Kahn, July 8 to August 27, 1958. The cost of the trip was $1270.00; credit of 6 semester hours.

Seventeen students registered for the course of whom eleven took it for credit; six for no credit.

F. Instrumental Ensemble Festival

Because of the celebration of the Fiftieth Anniversay of the College, the annual Instrumental Ensemble Festival was cancelled for this year. In accordance with the recommendation of the state chairman, this festival has been split into two parts; one for Southern New Jersey at the Glassboro State College, and one for Northern New Jersey at Montclair State College.

G. Fiftieth Anniversary of the College - 1908-1958

The Music Department took an active part in celebrating the Fiftieth Anniversary of Montclair State College. Musical highlights were the performance of The Messiah by the college choir; the college orchestra concert featuring Murray Present in the Beethoven Emporers Concerto; Dido and Aneas by the Opera Workshop and "The Music of Childhood," a program illustrating the professionalization of music, given by the music majors.

H. Memorial Day Service

The second annual college sponsored Memorial Day Service was held in Memorial Auditorium on May 30. The Honorable Dallas S. Townsend, Assistant Attorney General of the United States was Master of Ceremonies. The address was given by Vice-Admiral Robert B. Pirie, U.S.N. Russell Hayton, college organist, presided at the console of the memorial organ.

I. Music Educators of New Jersey

The Montclair State College made the music building available to the Music Educators of New Jersey for their annual piano auditions (formally held at the Griffith Music Foundation, Newark, New Jersey.) These auditions were held on Saturday and Sunday, April 4 and 5; April 11 and 12; on which days over 800 piano students auditioned with a jury of outstanding piano pedagogues.

to attend the Church Music Institute at Alfred University, Alfred, New York, July 12-17 of this year.

5. The Jazz - Popular Studies in Europe

The Jazz Studies Institute in Europe field course was conducted by Mr. Neil Dunn, July 3 to August 27, 1966. The cost of the trip was $1,270.00, credit of 6 semester hours.

Conversations students registered for the course of whom eleven took it for credit; six for no credit.

6. International Ensemble Festival

Because of the celebration of the Fifieth Anniversary of the College, the annual International Ensemble Festival was cancelled for this year. In accordance with the recommendation of the state auditors, this Festival has been split into two parts; one for Southern New Jersey at the Glassboro State College, and one for Northern New Jersey at Montclair State College.

6. Fiftieth Anniversary of the College - 1966-1967

The Music Department took an active part in celebrating the Fiftieth Anniversary of Montclair State College. Musical highlights were the performance of The Messiah by the college choir; the college orchestra concert Festival Choral Festival in the Beethoven Concerto (Concerto) 1965 and cross by the Music Students and the Music of Montclair, a program illustrating the interpretation of music, given by the music majors.

8. Memorial Hall Concerts

The second annual College sponsored Memorial Day Service was held in Memorial Auditorium on May 30. The Honorable Talion C. Thomson, Assistant Attorney General of the United States was speaker at Ceremonies. The address was given by Vice-Admiral Samuel E. Ziegler, U.S.N. Thomas Mayfee, College organist, presided at the console of the memorial organ.

7. Music Concerts of New Jersey

The Montclair State College was the music building available to the music Educators of New Jersey for their annual class auditions (formally held at the Griffith Music Foundation, Newark, New Jersey.) These auditions were held on Saturday, for College, April 2 and 23 April 23, on which days over 300 junior students auditioned with a jury of outstanding piano performers.

J. Instruments Purchased, May, 1959

1. Fluegel Horn, 231186, Besson

2. Tuba, Reynolds Contempors, 54219, Model 175

3. Baritone Saxophone, Selmer, 79324, model 55 w/case

4. Double French Horn, Reynolds, 52831, model 160 w/case

5. Gerard alto Clarinet, 412765 w/case

K. Inventory of College Owned Instruments as of July 1, 1959

The college owns the following instruments which are loaned to students for use in Mus. 205, 206A, 206B, 309 and in the college orchestra, band and operal workshop.

Instrument	Value
Piccolo Db Guy Humphrey#41271*	$75.00
Piccolo C. Reynolds #12980	100.00
Piccolo C. Martel #2901	75.00
Flute Armstrong #24192	100.00
Flute Gerard #41272*	100.00
Flute Haines; gift of Dr. Wurtz	150.00
Oboe Continental Colonial #26815	150.00
Oboe Penzel Muller #15308	300.00
English horn Loree #J90 (military system)	100.00
Clarinet M. Lacroix #4881	85.00
Clarinet (French) #MST41273	50.00
Clarinet Noblet #5607	85.00
Clarinet Pastore #A108-175	50.00
Clarinet LaCroix (no number)	85.00
Clarinet Frank Plo #19267L	85.00
Clarinet Peerré Maure #24614	85.00
Clarinet Concord #1991	85.00
Clarinet Cabart (no number)	85.00
Clarinet (in A) Albert #41237	85.00
Clarinet (in A) (no name, no serial number) 41285	75.00
Alto clarinet Mariel Freres #41274	125.00
Bass clarinet Rampone #25233	300.00
Base clarinet LaBlanc #4252	500.00
Bassoon Cabart #41275	450.00
Sarrusophone Conn #V215	200.00
Cornet Olds #3491	100.00
Cornet Reynolds #45645	150.00
Cornet Reynolds #38222	200.00
Cornet Reynolds #38486	200.00
Cornet Conn #639794	150.00
Cornet Conn #63982	150.00
Cornet Kind #332334	150.00
Fluegelhorn Melville-Clarke #2621	150.00
French Horn (single), Conn #364684	250.00

2. Laboratory Equipment, Min. 1990

1. Fluorol Horn, 1111b, Bausch

2. Tube, Reynolds Continuous, 5117, Nov. 1 175

3. Medicine Dropcloths, Delmar, 7[illegible], model 55 w/case

4. Double Vacuum Horn, Supreme, 5[illegible], model 100 w/case

5. Gravity Flow Filters, 1/2765 w/case

E. Inventory of Utilities Under Instructorship as of July 1, 1990

The utilities from the following instructorship [illegible] are loaned to students for use in Fur. 203, 301, 1[illegible], 3[illegible], 3[illegible] and in the utilities workshop, here and several workshop.

Instrument	Value
Pisculo Sly Shopper #12711	$75.00
Pisculo G. Supreme #12900	100.00
Pisculo G. Supreme #12900	75.00
Pisculo G. Portal #2001	100.00
Flow Prosecuter #11192	300.00
Flow Burner #12272*	150.00
Flow Meter; 2[illegible] of Cr. Meter	175.00
Chem Quantitect Colorimeter #20115	100.00
Chem Thermal Boiler #1300	100.00
Engines and Lorne #170 (Military system)	80.00
Oliveiner K. Lorne #1001	70.00
Clamper (Frame) #[illegible]	80.00
Clamper Bolts #9007	90.00
Clamper Bearing #1100-175	85.00
Clamper Lucrets (no number)	85.00
Clamper Frame Pin #10[illegible]	85.00
Clamper Barrel Mount #2[illegible]	85.00
Clamper Spanner #1[illegible]	85.00
Clamper Screws (no number)	75.00
Clamper (in 4) Liners #1[illegible]	75.00
Clamper (in 4) (no name, no serial number) [illegible]	125.00
Lite Clarion Metal Frame #1[illegible]	800.00
Dual Clarion Lenses #2[illegible]	300.00
Dual Clarion Lenses #2[illegible]	450.00
Lamp Cabinet #1[illegible]	200.00
Instrumentation Room #1[illegible]	100.00
Corner Lite #1[illegible]	100.00
Corner Lenses [illegible]	200.00
Corner Lenses [illegible]	100.00
Corner Lenses [illegible]	100.00
Corner Lenses [illegible]	100.00
Corner Lenses [illegible]	100.00
Corner Lenses #1[illegible]	100.00
Plasticorn Metallic-Clarion #[illegible]	100.00
Frame Bars (single), Case #[illegible]	300.00

Instrument	Value
French horn (double) Conn #362399	$400.00
French horn (double) Rampone #244	150.00
French horn (single) Continental Colonial #124 469	100.00
Trombone York #1131	100.00
Trombone Holton #98718	100.00
Baritone Reynolds #36221	350.00
Bariton Pan American	250.00
Baritone York #65184	125.00
Eb Tuba Conn #155134	100.00
BBb Tuba King #253987	275.00
BBb Tuba Clear Tone #7274	
* BBb Tuba Reynolds #48370	500.00
Sousaphone York #90856	275.00
Bells MST 4 1281	100.00
Xlyophone MST #41283	100.00
Glockenspeil MST 41280	125.00
Deagan Chimes w/wooden rack	400.00
Field Drum MST #41276	35.00
Field Drum MST #41277	35.00
Field Drum MST #41282	35.00
Concert Drum MST #41278	40.00
Concert Drum Slingerland	45.00
Bass Drum MST #41278 Ludwig	35.00
Bass Drum MST Slingerland #41279	75.00
Bass Drum Slingerland #41280 MST	150.00
Timpani (three machine, one hand tuned)	600.00
Cymbals (pair) K Zildjian	75.00
Cymbals (pair) A Zildjian	75.00
* Cymbals (pair) A Zildjian	85.00
Cymbals (1 large, 2 small) 25, 15, 15	55.00
Tam-tam	50.00
Tom-tom (2)	90.00
Fluegel Horn, Besson, #231186	150.00
Tuba, Reynolds Contempors, #54219, Model 175	477.00
Baritone Saxaphone, Selmer #79324, Model 55 w/case	374.00
Donall French Horn, Reynolds, #52831, Model 160 w/case	345.00
Alto Clarinet, Gerard, #41765	225.00
Violin #1 bow, case	75.00
Violin #2 bow, case	100.00
Violin #3 bow, case	100.00
Violin #4 bow, case	100.00
Violin #5 bow, case	125.00
Violin #6 bow, case	125.00
Viola #1 bow, case	100.00
Viola #2 bow, case	75.00
Cello, no bow	75.00
Cello #1 bow, case , cello	200.00
cover	30.00
Cello #2 bow, case, cello	200.00
bow	30.00
cover	30.00

* Instrument stolen, claim collected from insurance

Instrument	Value
Bass #1, French bow- poor cover	
bass	$ 165.00
bow-poor	10.00
Bass #2 French bow - no cover	
bass	165.00
bow - poor	10.00
Bass #3 German bow - no cover	
bass	165.00
bow-very poor	55.00
Haines Flute-gift of Dr. Wurtz	

L. Policies Regarding Use of College Owned Musical Instruments.

At a Music Instrument Conference on May 26, the following policies were accepted regarding the use of college owned instruments:

1. Inventory of college-owned instruments as of July 1, 1958. The college owns 84 instruments which may be rented or lent to students for use in Music 205 A, 205 B, 206 A, 206 B, 309, and in college orchestra and band.

2. Policy regarding instrument purchase. Although students are urged to purchase their own primary and secondary instruments, it will be necessary for the college to supply certain less usual instruments such as A clarinet, English horn, contra bassoon, and such large and specialized instruments as tubas, euphonium and tympani.

3. Custodians for school-owned instruments.
It was agreed that the following teachers will serve as custodians for these instruments; Dr. Moore for Brass instruments and percussion; Dr. Christman for woodwins and Mr. Zerbe for strings. These teachers will assume full responsibility for the storage, distribution, care and repair of these instruments.

4. It was agreed that school-owned instruments may be rented to students for use in instrumental classes in Music 205 A, 205 B, 206 A, 206 B, and 309. Under special circumstances these instruments may also be rented for use as primary and secondary instruments. As a means of complementing the instrumentation of either orchestra or band it was agreed that school-owned instruments may be lent to either music or general students for use in these organizations.

5. It was agreed that a charge of $12.50 a semester should be made for those students who wish to rent college-owned instruments. The same charge will be made for the rental of instruments during the summer.

6. Bills for instrumental rental still be issued by Dr. Moore for brass instruments and percussion; by Dr. Christman for woodwind instruments and by Mr. Zerbe for string instruments. Rental fee will be paid to Mr. Zuzov, in the Faculty-Student Co-op. No student will be admitted to instrument classes without a receipt.

7. Instruments will be lent for use in orchestra or band by Dr. Moore for brass and percussion; Dr. Christmann for woodwinds; and Mr. Zerbe for strings.

8. A contract in triplicate will be made out for each rented or lent school-owned instrument. One copy for Music Department, one for Faculty-Student CO-op, and one for the student. Dr. Moore was asked to submit a new form of instrument contract.

9. College-owned instruments will be issued for each semester and for the summer session. Canceled contracts will be filed in the music office at the close of each semester.

10. It is recommended that an accession book be kept in the Music Office. This book will record date of purchase, serial number, make, from whom purchased, cost, and other pertinent information.

11. It is recommended that a cumulative history be kept of each instrument indicating to whom rented or lent, dates of issue, and return, condition and repairs made.

M. Concerts and Extra-Curricular Music Activities 1958-1959

1. College Band and Choir Convocation, amphitheatre, September 23.
2. College Dance Band, Fienna Singers; Fiftieth Anniversary Dinner, October 2.
3. College Band, football game, October 4.
4. College Band, football game, October 25.
5. MemorialOrgan, Dedication Recital, Russell Hayton, October 26, Memorial Auditorium.
6. College Band, football game, November 1.
7. College Band, Assembly, November 4, Memorial Auditorium.
8. Student Recital, No. 1 November 14, Russ Hall.
9. College Band, football game, November 15,.
10. Graduation Recital, Robert Rassamane, Clarinet, November 16, Russ Hall.
11. Student Recital, No2 November 21, Chapen Hall.
12. Graduation Recital, Donald Warren, clarinet, November 23, Chapin Hall.
13. Fiftieth Anniversary Organ Recital by Virgil Fox, November 24, Memorial Auditorium.
14. Opera Workshop and College Orchestra, Assembly, November 25, Memorial Auditorium.

6. Bills for instruments & medical staff, be signed by Dr. Kolar for brass instruments and [illegible] by Dr. Gerstenberg for [illegible] instruments and by Mr. Jones for [illegible]. Total [illegible] will be paid to Dr. Kolar, in the Treasurer's office. [illegible] will be [illegible] in [illegible] [illegible] without a [illegible].

7. Instruments will be lent for use in [illegible] or [illegible] to Dr. Kolar for brass and [illegible] Dr. Gerstenberg for [illegible] and Dr. [illegible] for [illegible].

8. A member in [illegible] will be [illegible] out for [illegible] or long [illegible]. On [illegible] for [illegible] [illegible] for [illegible], and [illegible]. [illegible] [illegible] to [illegible] a [illegible] of [illegible].

9. [illegible] uniforms will be issued for [illegible] and for the [illegible]. Damaged [illegible] will be [illegible] [illegible] the [illegible] of [illegible].

10. It is [illegible] that [illegible] be [illegible] in the [illegible] [illegible]. This book will [illegible] [illegible] of [illegible], [illegible], [illegible], [illegible], and [illegible] [illegible].

11. It is recommended that a [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible], [illegible] [illegible], [illegible] [illegible] [illegible].

M. Dormitories and Home-Corporation Study Committee [illegible]

1. College Hall and Field Conservatory [illegible], [illegible].
2. College Lawn Hall, Alumni Gymnasium [illegible] [illegible], [illegible].
3. College Hall, [illegible], [illegible].
4. College Hall, [illegible], [illegible].
5. Memorial Gymnasium, [illegible] [illegible], [illegible], [illegible], Memorial [illegible].
6. College Hall, [illegible], [illegible].
7. College Hall, [illegible], [illegible], [illegible].
8. Student Hall, [illegible], [illegible], [illegible].
9. College Hall, [illegible], [illegible].
10. Graduating Hall, Robert [illegible], [illegible], [illegible], [illegible] Hall.
11. Student Hall, [illegible], [illegible].
12. Graduating Hall, [illegible], [illegible], [illegible], [illegible], [illegible] Hall.
13. Athletic Gymnasium [illegible] [illegible], [illegible], Memorial [illegible].
14. [illegible] [illegible] [illegible], [illegible], [illegible], Memorial [illegible].

15. College Band Concert, November 26, Woodrow Wilson, Junior High School, Clifton, New Jersey.
16. Concert by Olegna Fuschi, pianist, December 5, Memorial Auditorium.
17. Graduation Recital, Prudence Curtis, Organ, December 7, Memorial Auditorium.
18. Student Recital No. 3, December 8, Chapen Hall.
19. Messiah, G. F. Handel, performed by the college choir, December 11, Memorial Auditorium.
20. Student Recital No. 4, December 12, Russ Hall.
21. Graduation Recital, Carol Jaugsteller, pianist, December 14, Russ Hall.
22. Music Department Christmas Assembly, December 16, Memorial Auditorium.
23. Music Department Christmas Party, December 16, Music Building.
24. College High School Christmas Concert, December 18, Memorial Auditorium.
25. College Band, East Rutherford High School, January 8.
26. College Band, Essex County Vocational School, Irvington, January 8.
27. Student Recital No. 5, Russ Hall, January 9.
28 Faculty Lecture-Recital, Beethoven Sonatas, Catherine Carver Burton, Russ Hall, January 9.
29. Graduation Recital, Talda di Bella, cello, Chapin Hall, January 9.
30. Graduation Recital, Barbara Kerke, piano, Russ Hall, January 11.
31. Graduation Recital, Elizabeth Suedden, Russ Hall, January 11.
32. Student Recital, No. 6, Russ Hall, January 12.
33. Student Recital No. 8, Memorial Auditorium, January 16.
34. Graduation Recital, Jacqualine Hempstead, viola, chapin Hall, January 16.
35. Graduation Recital, Warren Skurett, pianist, Russ Hall, January 18.
36. Graduation Recital, Terry Hortmann, soprano, Russ Hall, January 18.
37. Student Recital, No. 9 (secondary) Russ Hall, January 20.
38. College Band Concert, Memorial Auditorium, January 21.
39. Graduation Recital, Consuela Maxwood, Harp, Russ Hall, January 25.
40. Graduation Recital, Joseph Bass, trumpet, Chapin Hall, February 1,.
41. Student Recital, No. 10, Russ Hall, February 4.
42. Student Recital, No. 11, Russ Hall, February 6.
43. Student Recital, No. 12, Russ Hall, February 6.
44. Faculty Recital, Benjamin Wilkes, tenor, Memorial Auditorium, February 22.
45. Organ Recital, Russell Hayton, organ, assisted by Fred Schmit, violin, West Side High School, Newark, February 26.
46. Student Recital No. 13, Chapin Hall February 27.
47. Dido and Aneas, OperaWorkshop, Memorial Auditorium, March 10.
48. Dido and Aneas, Opera Workshop, Memorial Auditorium, March 10.
49. Student Recital, No. 14, Russ Hall, March 13.
50. Student Recital, No. 15, Russ Hall, March 20.
51. M.E.N.C., Student Chapter, Concert by Malftano, violinist, Russ Hall, March 22.
52. Faculty-Recital Miss Napoliello, piano, John Bauer, violin, Russ Hall, April 12.
53. College choir Concert, Memorial Auditorium, April 15.

15. College Hall Council, November 6, College Hall, Junior High School, Clifton, New Jersey.
16. [illegible] by Glenda Faust, photo, [illegible] 2, [illegible] Auditorium.
17. Schwartzman Journal, Freshman Parties, [illegible], January 7, Journal [illegible].
18. Southern Semi-[illegible] No. 3, November 8, Dayton [illegible].
19. [illegible], [illegible], photo, [illegible] for the [illegible], December 11, Journal [illegible].
20. [illegible] Semi-[illegible] No. 4, [illegible] 12, [illegible] Hall.
21. Graduation Journal, Senior [illegible], photo, [illegible] 16, [illegible] Hall.
22. Hall Decorations Club [illegible] Journal, December 16, [illegible] [illegible].
23. [illegible] Freshman Party, December 20, Hall Building.
24. College High School Christmas Concert, December 19, Journal [illegible].
25. Hallway Hall, [illegible] [illegible], January 6.
26. Gallery Hall, Iowa County Penitential School, [illegible], January 2.
27. Tuesday Hall, [illegible] No. 5, Hall Hall, January 7.
28. Faculty [illegible], [illegible], [illegible], [illegible] Tuesday, Hall Hall, January 7.
29. [illegible] Hall, [illegible] of [illegible], [illegible] Hall, January 7.
30. Graduation Hall, [illegible] Hall, [illegible] Hall, January 12.
31. [illegible] Hall, Illinois [illegible], [illegible] Hall, January 12.
32. [illegible] Hall, No. 6, [illegible] Hall, January 14.
33. Freshman Hall No. 6, Journal [illegible], January 12.
34. [illegible] Hall, [illegible] Dayton, Ohio, Hall Hall, January 20.
35. [illegible] Hall, [illegible], photo, [illegible] Hall, January 20.
36. [illegible] Hall, [illegible], January 21.
37. [illegible] Hall, [illegible] Hall, January 22.
38. College Hall Council, Journal Institution, January 23.
39. [illegible] Hall, [illegible], [illegible] Hall, January 23.
40. [illegible] Hall, [illegible], [illegible], Hall Hall, January 23.
41. Journal Hall, No. 10, Hall Hall, January 5.
42. Library Hall, No. 11, Hall Hall, January 5.
43. Journal Hall, No. 12, Hall Hall, January 5.
44. [illegible] Hall, [illegible], photo, [illegible] Journal [illegible], January 26.
45. [illegible] Hall, Journal [illegible], [illegible], [illegible], Hall Hall, [illegible], January 26.
46. [illegible] Hall No. 13, Journal Hall January 29.
47. [illegible], [illegible], Journal [illegible], January 30.
48. [illegible], [illegible], photo [illegible], Journal [illegible], January 30.
49. Hallway Hall, No. 14, Hall Hall, March 11.
50. [illegible] Hall, No. 15, Hall Hall, March 20.
51. [illegible], Journal [illegible], [illegible] Hall, [illegible], Hall Hall, March 22.
52. [illegible] Hall, [illegible], [illegible], Hall Hall, April 12.
53. College Hall Council, Journal [illegible], [illegible] 13.

54. Student Recital, No. 16 Russ Hall, April 17.
55. College High School, Spring Concert, Memorial Auditorium, April 17.
56. College Orchestra, Assembly, Memorial Auditorium, April 21.
57. Dean Huber's Honor Roll Tea, Musical Program Chapin Hall, April 22.
58 Student Recital, No. 17 Russ Hall, April 24.
59. College Orchestra Concert, Memorial Auditorium, April 28.
60. Student Recital, No. 18 Russ Hall, May 1.
61. College Band, Moon hours concert, Memorial Auditorium, May 5.
62. M.E.N.C. (Student Chapter) Brass Clinic, College High School Auditorium, May 6.
63. College choir tour, Glen Ridge High School, May 7.
64. College choir tour, West Side High School Newark, May 7.
65. College choir tour, Hackensack Junior High School. May 7.
66. Student Recital No. 19 Russ Hall, May 11.
67. The music of childhood, Music Majors, Assembly, Memorial Auditorium, May 12.
68. College Band, Moon hour concert, Memorial Auditorium,May 12.
69. Student Recital, No. 20, Memorial Auditorium, May 15.
70. Alumni Concert, (Solorists) Memorial Auditorium,May 17.
71. Student Recital, No. 21. Russ Hall, May 19.
72. College Band, Moon hour concert, Memorial Auditorium, May 19.
73. Student Recital, No. 22, Russ Hall, May 19.
74. Student Recital, No. 23, Russ Hall, May 22.
75. Tea for Foreign students, Musical program, Chapin Hall, May 25.
76. Student Recital, No. 24 Russ Hall, May 25.
77. College Band, Noon hour concert, May 26.
78. Student Recital, No. 25, Memorial Auditorium, May 29.
79. Memorial Day Service, Mr. Hayton on the organ, Memorial Auditorium, May 30.
80. College High School choir, College High School Baccalaureate, Amphitheatre, May 31.
81. College choir, college Baccalaureate, Amphitheatre, May 31.
82. Musical Program, Presidents Reception, Memorial Auditorium, June 2.
83. College High School Commencement, College High School choir, Amphitheatre, June 2.
84. College Commencement, College choir, College Band, Amphitheatre, June 4.

N. Musical Orgnaizations of the College.

1. The college choir, Russell Hayton, Conductor.
2. The College orchestra, Emile Kahon, conductor.
3. The college Bands, Ward Moore Conductor.
4. The opera Workshop, Emil Kahn, conductor.

O. Student Chapter of the Music Educators National Conference.

This organization, under the direction of Louis Zerbe, Faculty advisor, has become vital in the professional growth of our music students. It presents prominant music educators of Norther New

54. [illegible] assembly, No. 16 Town Hall, April 17.
55. College High School Concert, Municipal Lecture Hall, April 17.
56. College Orchestra assembly, Municipal Auditorium, April 17.
57. Elmer Walker's Minor Ball Club, National Pictures Corp. Hall, April 18.
58. Student Recital, No. 17 Town Hall, April 18.
59. College orchestra Concert, Municipal Auditorium, April 19.
60. Student Recital, No. 18 Town Hall, May 2.
61. College Night, Mr. Q Henry Concert, Municipal Auditorium, May 3.
62. M.S.A.C. (Student Chapter) Texas Chicks, College High School Auditorium, May 4.
63. College music hour, Glen Ridge High School, May 7.
64. College music hour, Essex Fells High School Chorus, May 7.
65. College music hour, Montclair High School, May 7.
66. Student Recital, No. 19 Town Hall, May 9.
67. The media of [illegible], Public Welfare, Assembly, Municipal Auditorium, May 12.
68. College Band, Glen Ridge Chorus, Municipal Auditorium, May 14.
69. Student Recital, No. 20, Municipal Auditorium, May 15.
70. Liberal Forum, (Co-operative) Municipal Auditorium, May 17.
71. Student Recital, No. 21, Town Hall, May 18.
72. College Band, Glen Ridge Chorus, Municipal Auditorium, May 19.
73. Student Recital, No. 22, Town Hall, May 21.
74. Student Recital, No. 23, Town Hall, May 22.
75. Sam Ger Tuesday [illegible], Musical program, Shields Hall, May 24.
76. Student Recital, No. 24 Town Hall, May 25.
77. College Band, Glen Ridge Chorus, May 26.
78. Student Recital, No. 25, Municipal Auditorium, May 26.
79. Musical Day Exercises, Mr. Hughes on the organ, Municipal Auditorium, May 30.
80. College High School Choir, College High School Auditorium, Applications, May 31.
81. College Choir, College Musicians, Auditorium, May 31.
82. Musical Program, Freshmen Exhibition, Municipal Auditorium, June 2.
83. College High School Commencement, College High School Auditorium, June 2.
84. College Commencement, College Choir, College Band, Auditorium June 1.

8. Special Organizations of the College.

1. The College Choir, Russell Gaines, Director.
2. The College Orchestra, Hallie Hales, Accompanist.
3. The College Band, Carl Mohr Conductor.
4. The Glee Club, Hall Hales, Accompanist.

9. Student Chapter of the Texas Intercollegiate National Institutes.

This organization, under the direction of Louis Ziegler, Faculty advisor, has been very full in its contributions to the public of our public schools. It provides excellent music educational of further the

Jersey at the monthly meeting, sponsors informal music workshop and goes on annual M.E.N. C. assembly in which students demonstrate their ability in music performance, arranging and conducting.

Upon the unanamous recommendation of the Music Faculity, the M.E.N.C. "Jazz Band" has been dropped from this organization. Although there be a peace for a "Jazz Band" on the campus, it is not regarded as as a contributory to the professional objectors of M.E.N.C.

II. Enrollment Data

A. Music Majors, Total 82

Seniors	12	Sophomores	22
Juniors	24	Freshmen	24

B. Music Minors Total 6

Seniors	2	Sophomores	2
Juniors	2		

C. General Students

1. Music 100 Music Appreciation (required by all students) 17 sections with a total enrollment of 493 students.

D. Attrition of Music students during School year 1958-1959.

1. Sophomore year
   A. Peter Neuman transferred to Manhattan School of Music, New York.

2. Freshman year

   A. Mary Francis Cromin changed to another major at Montclair.

   B. Jervas Hall dropped school to enter the army.

   C. John McLean dropped school to go towork.

   D. Dennis Moorman transferred to Manhattan College of Music, New York.

   E. Angelina Coppola dropped Music Major to take a major in business Education, retained status as a music minor.

   F. Thomas Panella, decided he did not wish to become a teacher.

   G. Ernest Kreckett was dropped by the college for low scholarship.

   H. Bruce Campbell was dropped by the college for low scholarship.

E. Applied Music Instruction

Music majors choose a primary and a secondary instrument in

Journey (1 the musical) starting, Steve is lead vocal music performing and plays on several [illegible]. 6. Lucille - A major producer commissions Steve [illegible] to write performance, arranging and conducting.

Upon the dissolution (re-assembling) of the Steve Miller Band, the [illegible] "Steve Miller" has been created in Steve [illegible]. Although there is a music for a "Steve Band" in the [illegible], it is not required as a [illegible] to the [illegible] of S.M.B.

II. Instrumental Lead

A. Music Albums, Total 20

Gentore	12	Supporting	12
Leader	8	Freelance	2

B. Single Albums Total 6

Gentore	2	Supporting	2
Leader	2		

C. Concert Appearance

1. Music in: Music available from band by all [illegible] 17 musicians with a total [illegible] of 17 appearance.

D. Affiliation of Miller Artists Member Concert Year 1964-2000.

1. Supporting Group
   A. Peter Gordon [illegible] to [illegible] a group of Steve, Ben Lurie.

2. Followed Group

   A. Jerry Pinnola Bassist [illegible] to a [illegible] at [illegible].

   B. Jerry Hall drummer added to [illegible] for [illegible].

   C. John Nelson drummer added in [illegible].

   D. Tommie Morton [illegible] to [illegible] of Music, New York.

   E. Angelia Gonzalez [illegible] Steve [illegible] a major in [illegible], [illegible] in a [illegible].

   F. Tommie Donelle, [illegible] did not [illegible] Steve [illegible].

   G. James Kirkwell was [illegible] by the [illegible] [illegible].

   H. Jesse Campbell was dropped by the [illegible] for [illegible].

E. Related Music Instruction

Music [illegible] choose a [illegible] [illegible] to [illegible] in

applied music, one of which is piano. Students receive a one hour private lesson weekly in the primary instrument and a one half hour privatlesson or class equivilant weekly in the secondary instrument. The following table indicates concentration in applied music.

Instrument	Number of Students	
	Primary	Secondary
Flute	3	
clarinet	11	3
bassoon	2	1
French horn	2	1
Trumpet	8	
baritone horn		1
Trombone	3	1
Piano	21	57
organ	6	
voice	17	15
violin	2	
viola	2	
cello	1	1
string bass	2	1
harp	1	
Percussion	1	1

F. Graduation Recitals

1. Donald Warren, clarinet
2. Lizbeth Sueddon, voice
3. Warren Skuret, Piano
4. Joseph Bass, Trumpet
5. Carol Jaugstetter, piano
6. Barbara Kerke, Piano
7. Talda D. Bella, cello
8. Consuelo Waxwood, harp
9. Jacqueline Hempstead, viola
10. Terry Fortmann, voice
11. Prudence Curtis, organ
12. Robert Russamano, clarinet

musical music, one of which is piano. Students receive a one hour weekly lesson weekly in the primary instrument and a half hour rehearsal or chamber ensemble weekly in the secondary instrument. The following table indicates enrollments in applied music.

Instrument	Number of Students Primary	Secondary
Flute	5	
clarinet	11	3
bassoon	2	1
French horn		1
Trumpet	6	
baritone horn		1
Trombone	3	1
Piano	31	20
organ	6	
voice	47	15
violin	2	
viola	1	
cello	1	1
string bass	2	1
harp	1	
Percussion	1	1

F. Graduating Seniors

1. Donald Lewis, clarinet
2. Lisette Sanchez, voice
3. Barbara Shurr, flute
4. Jamie Ness, trumpet
5. Carol Longstreet, piano
6. Barbara Weber, flute
7. Julie E. Tuttle, cello
8. Gerardo Gracia, harp
9. Jacqueline Hagstrom, viola
10. Terry Thomson, voice
11. Francine Griffin, organ
12. Robert Sanderson, clarinet

III. Staff and Courses

A. Full Time Teachers

1. Edna McEachern, Professor, Music History, Music Theory, Music Education, choral music, and Administration.

2. Dorothy Morse, Assistant Professor, choral music, music education courses for music majors. Demonstration classes in the college High School grades 7 and 8 and the College High School chorus and choir.

3. Ward Moore, Associate Professor, College Bands, Instruction on brass Instruments, and music education courses, School Bands.

4. Emil Kahn, Assistant Professor, college orchestra and related courses in orchestration and conducting, opera workshop and Music appreciation for general students.

5. Murray Present, Assistant Professor, Instructor of Piano.

6. Louis Zerbe, Associate Professor, Instructor in Violin, music history, School orchestras, and music appreciation for general students.

7. Benjamin Wilkes, Assistant Professor, instructor in voice and music appreciation for the general student.

B. Part Time Teachers

1. Russell Hayton (3/5 time) college choir and memorial organ.
2. Dr. Arthur Christmann (4/5) time clarinet instruction, piano, music.

3. Katherine Carver Burton (1/5) time piano.

4. Achilles D'Amico * percussion.

5. Gerald Quinlan * flute

6. Maxine L. Shimer * basson

7. India Zerbe * cello

8. Carlos Salzado * harp

9. Gennaro Mignola * oboe

10. Albert Promuto * French Horn

* Instruction in applied music on the hourly basis.

III. Staff and Lessons

A. Full Time Teachers

1. [illegible], Professor, music theory, music theory, music education, choral work, and administration.

2. Dorothy Jones, Assistant Professor, piano work, piano accompanying courses for music majors. Incomplete listing in the catalog; this person teaches 7 and 8 and the Oxford High School chorus as well.

3. Ward Sears, Associate Professor, College Band, instruction on brass instruments, and music education courses, School Band.

4. Carl Ayre, Associate Professor, strings consultant and coaching orchestra rehearsals and ensembles, piano accompanying and theory instruction for general students.

5. [illegible] Prescott, Assistant Professor, instruction of flute.

6. Louis Burke, Associate Professor, instruction in violin, music history, school orchestra, and music appreciation for general students.

7. Dorothea Hilles, Assistant Professor, instructor in voice and music accompanist for the general student.

B. Part Time Teachers

1. Russell Bryan (1/2 time) [illegible] and [illegible] [illegible].
2. Mr. Arthur Christmann (1/2) time [illegible] instruction, piano, music.

3. Richard Carter Burton (1/2) time piano.

4. Wanlies D'Amico * percussion.

5. Gerald Grant * flute

6. Marion L. Miner * bassoon

7. Linda Kerbe * oboe

8. Carlos Salazar * harp

9. Gaspare [illegible] * oboe

10. Albert Pasquale * French Horn

* Instruction in applied music on the faculty basis.

C. Courses Taught During the School Year 1958-1959.

Course Title	No. of Sections	Enrollment	Teacher
Music 100 Music Appreciation	13	493	Kahn Zerbe Wilkes Moore Christmann
Music 101, Sight Reading and Ear Training I.	1	24	McEachern
Music 102, Sight Reading and Ear Training II.	1	24	McEachern
Music 201, Harmony I.	1	26	Mc Eachern
Music 202, Harmony II.	1	22	McEachern
Music 205 A. String Instruments	2	24	Zerbe
Music 205 B. String Instruments	2	22	Zerbe
Music 207 Epochs in Musical Developement I.	1	25	Zerbe
Music 208 Epochs in Musical Development II.	1	22	Zerbe
Music 301 Choral Technique	1	26	McEachern
Music 305 Orchestration	1	24	Kahn
Music 306 School Orchestras and Bands	1	25	Moore
Music 307 Form and Analysis	1	24	Kahn
Music 308 Voice Class for Instrumentalists	1	13	Wilkes
Music 309 Brass Wind Instruments	1	15	Moore
Music 320 Teaching Music in the Elementary School	1	24	Morse
Music 337 The Opera	1	12	McEachern
Music 338 The Symphony	1	17	Kahn
Music 401 Teaching Music in Secondary Schools	1	17	Morse
Music 406 Epochs in Musical Development III	1	14	McEachern
Music 429 A Cappella Choir and Choral Conducting	1	9	Morse
Music 499 Problems in School Music	1	12	Morse
Int 475A Fundamentals of Elementary School Music	2	39	Morse

Extension Courses

Music The Art Song	1	14	McEachern
Music A401X Teaching Music in Secondary Schools	1	8	Morse
Music A418 The Music of Russia	1	22	McEachern

6. Courses Taught During the School Year 1974-1975.

Course Title	No. of Sections	Enrollment	Instructor
Music 100 Music Appreciation	11	400	Dan Tyson, Gilly Moore, Stephenson
Music 101, Sight Reading and Ear Training I.	1	21	Stephenson
Music 102, Sight Reading and Ear Training II.	1	14	Stephenson
Music 201, Theory I.	1	25	Dr. Stephens
Music 202, Theory II.	1	20	Stephenson
Music 205 A. String Instruments	3	14	Lewis
Music 205 B. String Instruments	2	24	Gwin
Music 207 Opera in Musical Development I.	1	44	Lewis
Music 208 Opera in Musical Development II.	1	20	Lewis
Music 301 Choral Techniques	1	30	Williams
Music 304 Conducting	1	24	Gwin
Music 306 School Orchestra and Band	1	21	Moore
Music 307 Pop and Jazz	1	24	Gwin
Music 308 Voice Class for Instrumentalists	1	11	Wilkes
Music 309 Brass Wind Instruments	1	16	Moore
Music 330 Teaching Music in the Elementary School	1	24	Moore
Music 377 The Opera	1	12	Stephenson
Music 378 The Symphony	1	17	Gwin
Music 401 Teaching Music in Secondary Schools	1	17	Lewis
Music 406 Opera in Musical Development III	1	14	Stephenson
Music 427 A Cappella Choir- and Choral Conducting	1	9	Wilkes
Music 499 Problems in School Music	1	12	Moore
Int. 4730 Fundamentals of Elementary School Music	2	35	Lewis

Extension Courses

Music The Art Song	1	11	Stephenson
Music 4201 Teaching Music in Secondary Schools	1	8	Moore
Music 4215 The Music of Russia	1	20	Stephenson

IV. Recommendations

I wish to make the following recommendations pertaining to the music department:

1. Divide the present student-teaching period of 10 weeks, grades 1-12 in the senior year into 2 student-teaching periods: a) a period of 4 weeks in the junior year (grades 1-6) and b) a period of 6 weeks in the senior year, grades 7-12.

2. Increase the number of visits given music student teachers by music faculty. Unlike most other major students, music majors are certified to teach vocal and instrumental music in grades 1 through 12. This means that they must have practice teaching experience in both elementary and secondary schools. Furthermore, they are required to teach both vocal and instrumental music. At present all student teachers regardless of major field or grade range, receive 6 visits; 3 from subject matter teachers and 3 from the education department. Although 3 visits from subject matter teachers may be sufficient for those students who practice teach in secondary school only, it is not sufficient for music majors who practice teach in both elementary and secondary schools. I therefore recommend that music majors be given a total of 8 visits instead of 6, and that the 2 additional visits be given by the music faculty, making a total of 5 visits by subject matter teachers and 3 by the education department.

3. Change the title of Mr. Kahn's field course Mus. 460 from "Musical Studies in Europe" to a more general title such as, "Studies in the Arts, European Civilization." Inasmuch as the majority of students taking this course are not music majors it is impossible for Mr. Kahn to give a specialized course as indicated by the current title. Because of the general cultural content of this field course I propose that hereafter Mus. 460 be sponsored by the Social Studies Department.

4. Rental charge for Piano Practice
The 6 practice pianos in the music building are used approximately 350 hours a week by resident and commuting students. Due to the poor condition of these pianos and to the excessive heat in the music building, tuning and repair bills run very high. I recommend that a nominal rental charge of $2.00 a semester be made of all students who use these pianos. This money should be used to insure more frequent tunings and to keep the pianos in good condition.

Respectfully submitted,

Edna McEachern
Head of Music Department

EM:gm/bh - 10/60

IV. Recommendations

I wish to make the following recommendations pertaining to the music department:

1. Divide the present academic-instructional year of 32 weeks, grades I-XII in the senior high school, into two semesters of 16 weeks. A period of 3 weeks in the fall term (grades I-XII) and a period of 3 weeks in the winter term, grades (I-XII).

2. Increase the number of class periods music students participate in music industry. Taking part after regular school, music students are qualified in band, vocal and instrumental music in grades I through XII. This means that they must have practice facilities equivalent in both elementary and secondary schools. Furthermore, they are required to take both vocal and instrumental music. At present all students henceforth frequently at major field of study range, receive 5 minutes 1 time monthly music lessons and 1 from the secondary department. Although 1 minute this monthly music lesson may be sufficient for those students who prefer music in secondary school only, it is not sufficient for those majors who practice music in both elementary and secondary schools. I therefore recommend that music majors be given a total of 5 minutes instead of 5, and that the 5 additional minutes be given by the music faculty, making a total of 1 minute by subject matter teachers and 1 by the education department.

3. Change the title of Mr. Lucia's field course. Mr. Lucia's "Musical Studies in Europe" is a more proper title than Mr. "Courses in the Arts, European Civilization." Inasmuch as the majority of students taking this course are not music majors it is impossible for Mr. Lucia to give a musicological course as indicated by the current title. Because of the general cultural content of this field course I propose that instructor Mr. Lucia be sponsored by the Social Studies Department.

4. Vocal rooms for piano practice
The 6 practice places in the music building are used approximately 120 hours a week by students and overall - students. Due to the poor condition of these places and to the necessity used in the music building, teacher and pupil exist too very much. I recommend that a minimum rental charge of $1.00 a month be made of all students who use these pianos. This money should be used to insure more frequent tunings and to keep the pianos in good condition.

Respectfully submitted,

Jane Robinson
Head of Music Department

DEPARTMENT OF SOCIAL STUDIES

Report to the President
Academic Year
1958 - 1959

The enrollment in the Social Studies Department for the year closing in 1959 was as follows:

Table No. 1 - Majors

Freshmen	110
Sophomores	81
Juniors	63
Seniors	72
Total	326

Table No. 2 - Minors

History		Political Science & Economics	
Juniors	28	Juniors	23
Seniors	21	Seniors	7
Total	49	Total	30

Table No. 3 - Graduate Program

Number of Students Matriculated	95
Number enrolled, Fall - 1958	166
Number enrolled, Spring - 1959	184

This report covers the year's activities and the future needs of the Social Studies Department.

Three new members, Mr. Clyde Nelson, Mr. John Mazzaro, and Dr. Richard Barker joined our staff. Mrs. Cowan served as a substitute for Dr. Ernest Fincher who was on a leave of absence the first semester. Dr. Frank Clayton after thirteen years on our staff retired in August, 1959. Mr. Clyde Nelson resigned to take another college position.

A department meeting was held each month. Additional meetings were called to discuss current needs relative to specific courses and matters pertaining to the department. Small group meetings were called to evaluate our general education courses and to select textbooks. Those instructors teaching in the Laboratory High School attended the meetings of that staff and participated in the "back to school night" program as well as other activities. The entire staff assisted in the interviewing and examination of our incoming freshmen social studies majors.

The Department sponsored an all day Social Studies Conference on Friday, March 13th as a part of the Montclair State College Fiftieth Anniversary Celebration. The conference was highly successful and may become an annual affair for the Social Studies Department.

Some of the major needs of the department have been expressed in the previous reports. These needs are the result of our continued growth in staff and student body both undergraduate and graduate.

I. <u>Office space and Facilities</u>

1. Our major need is more adequate office space, centralized and with facilities to meet the needs of our growing staff.
2. A seminar room to accommodate small groups or classes of a seminar type.
3. More storage space and equipment would facilitate efficiency in department work.
4. Some part-time or full-time secretarial assistance would be most advantageous.

II. <u>Additional staff members</u>

In looking ahead to larger undergraduate and graduate enrollments our staff needs will increase.

In conclusion it is hoped that in the future plans for the college, some of our needs may be met.

Respectfully submitted
Ignatius J. McGrath

This report covers the year's activities and the future needs of the Social Studies Department.

There are remaining, Mr. Clyde Ballou, Mr. John Blanco, and Mr. Richard Warner joined our staff. Mr. Gomez accepted in a position for Mr. Robert Flugman who was on a leave of absence the first semester. Mr. Frank Lizardo after thirteen years in our staff resigned in August, 1972. Mr. Clyde Ballou replaced by Mr. Warner spring semester.

A department meeting was held each month. Additional conferences were called to discuss current needs relative to specific courses and matters pertaining to the department. Small group meetings were called to evaluate our general education courses and to select textbooks. Three instructors teaching in the Laboratory Skills Course evaluated the materials of that staff and participated in the "Week in School Library" programs as well as other activities. The entire staff assisted in the housekeeping and reorganization of our instructional materials center.

The Department participated in all day Social Studies conference on Friday, March 17th as a part of the Scholastic Year Julian Fritzkin Anniversary Celebration. The conference was highly successful and may become an annual affair for the Social Studies Department.

Some of the major needs of the department have been enumerated in the previous report. These needs are the result of our continued growth in staff and student body both undergraduate and graduate.

I. Office Space and Facilities

1. Our staff is housed in three adjacent office spaces, inadequate and with insufficient to house the needs of our growing staff.
2. A meeting room to accommodate small groups or classes or a seminar type.
3. Some storage space and equipment would facilitate efficiency in department work.
4. Some part-time or full-time secretarial assistance would be most advantageous.

II. Additional Staff Members

In looking ahead to larger undergraduate and graduate enrollments our staff needs will increase.

In conclusion it is hoped that in the future plans for the College, some of our needs may be met.

MONTCLAIR STATE COLLEGE

DEPARTMENT OF SPEECH

Report to the President

Academic Year

1958 - 1959

THE DEVELOPMENTS AND TRENDS

The year 1958-1959 was especially significant in the development of the Speech program at Montclair State College since it marked the inauguration of the Department of Speech. As the Speech Division of the English Department for eight years, a comprehensive program was evolved with the encouragement, support, and leadership of Dr. Edwin S. Fulcomer. The Speech Program grew to such proportions that it was no longer feasible to administer it as part of the English Department. With the approval of Dr. Fulcomer, the Speech staff requested that a Department of Speech be organized and the Speech courses, designated in the curriculum as "English," be appropriately re-titled. The request was granted, and we have now completed the first year as a full-fledged department. Mr. L. Howard Fox, who had served as Speech Division Chairman, asked to be temporarily relieved of his administrative duties so that he could devote additional time to his doctoral studies. Dr. Harold M. Scholl was then appointed Acting Chairman of the new Department of Speech.

It is with considerable pride and enthusiasm that we report on the year's activities:

Staff of the Department of Speech

Harold M. Scholl, Ed. D.	Associate Professor, Acting Chairman
William Ballare, M. A.	Associate Professor
L. Howard Fox, M. A.	Associate Professor
Ellen Kauffman, M. A.	Associate Professor
Clyde McElroy, Ed. D.	Assistant Professor
Eva Hubschman, M. A.	Assistant Professor II
Margaret Leitner, M. A.	Assistant Professor II
Steven Earley, Ph. D.	Assistant Professor of English (2/5 Program in Speech)

Teaching and Non-Teaching Assignments

Winter 1958-59

College:

		Course	Sections	Students
100D	3 s.h.	Fundamentals of Speech	16	356
103	3 "	Voice and Speech Improvement	1	22
105A	2 "	Intro. to Dramatic Prod. A	1	36

[illegible]

[illegible]

[illegible]

		Course	Sections	Students
106	2 s.h.	Intro.to Oral Interpretation	1	24
204	2 "	Intro.to Public Speaking	1	19
208	3 "	Anatomy and Physiology of Vocal and Auditory Mechanisms	1	31
410	2 "	Speech Pathology	1	26
417	3 "	Methods in the Teaching of Speech	1	23
435	2 "	Stagecraft	1	33
456	2 "	Play Direction	1	23
461A	2 "	Applied Speech Correction	1	21
463	2 "	Audio-Visual Aids in Teaching Speech	1	12
	3 "	Speech Diagnostic Interviews		21
		Speech Improvement Labs.	15	195

High School:

Eng. 8		Fundamentals of Speech	1	30
Eng. 10		Oral Interpretation	1	30

Extension Courses:

A464	2 s.h.	Psychology of Speech	1	6
A462	2 "	Group Discussion and Leadership	1	8

Service Activities:

6 s.h.	Supervision of Auditorium Facilities	
6 "	College Dramatics Program	
3 "	Administration of Department	

Spring 1959

100D	3 s.h.	Fundamentals of Speech	15	331
104	2 "	Introduction to Phonetics	2	42
105B	2 "	Introduction to Dramatic Prod. B-2	2	42
106	2 "	Introduction to Oral Interp.	2	29
204	2 "	Introduction to Public Speaking	1	17
209	2 "	Speech Correction	1	27
448	2 "	Choral Speaking	1	14
457	2 "	Directing the Assembly Program	1	18
461B	2 "	Applied Speech Correction	1	12
464	2 "	Psychology of Oral Communication	1	11
465	1 "	Speech Arts Activities	2	14
		Supervision		6
		Speech Improvement Labs.	15	167
	3 "	Speech Diagnostic Interviews		12

Course				Credits	Prerequisites
3.0	2	Sem.	Introduction [illegible]	3	[illegible]
[illegible]	2	4	[illegible]	3	[illegible]
[illegible]	1	4	[illegible]		
[illegible]	1	4	[illegible]	3	[illegible]
[illegible]	1	4	[illegible]	3	[illegible]
[illegible]	4		[illegible]		
[illegible]	2	1	[illegible]	3	[illegible]
[illegible]	2	4	[illegible]	3	[illegible]
[illegible]	2	4	[illegible]	3	[illegible]
[illegible]	2	4	[illegible]		
[illegible]	2	4	[illegible]	15	[illegible]

[illegible]

[illegible]			[illegible]	3	[illegible]
[illegible]			[illegible]	3	[illegible]

[illegible]

[illegible]	2	Sem.	[illegible]	3	[illegible]
[illegible]	2	4	[illegible]	3	[illegible]

[illegible]

[illegible]	2	Sem.	[illegible]
[illegible]	2	4	[illegible]
[illegible]	2	4	[illegible]

[illegible]

[illegible]	2	Sem.	[illegible]	3	[illegible]
[illegible]	2	4	[illegible]	3	[illegible]
[illegible]	2	4	[illegible]		
[illegible]	2	4	[illegible]		
[illegible]	2	4	[illegible]		
[illegible]	2	4	[illegible]		
[illegible]	2		[illegible]		
[illegible]	2	4	[illegible]		
[illegible]	2	4	[illegible]		
[illegible]	2		[illegible]		
[illegible]					
[illegible]			[illegible]	3	[illegible]
[illegible]	2	4	[illegible]		

		Course	Sections	Students
High School:				
Eng. 9		Public Speaking	1	30
Extension Courses:				
A466	2 s.h.	Speech Development	2	39
Service Activities:				
	6 s.h.	Supervision of Auditorium Facilities		
	6 "	College Dramatics Program		
	3 "	Administration of Department		

Summer 1959

College:				
100D	3 s.h.	Fundamentals of Speech	1	12
411	3 s.h.	Advanced Speech Pathology	1	8
436	3 s.h.	Stage Lighting	1	8
		Speech and Hearing Center		52

Speech Majors and Minors

	Maj.	Min.	Total		Maj.	Min.	Total
Seniors	6	17	23	Sophomores	10	16	26
Juniors	12	13	25	Freshmen	23	-	23

Grand Total: 51 Majors, 46 Minors = 97

We are pleased to note the sizable increase of Freshmen Speech majors. We had a larger number of applicants than ever before and were able to be more selective in admitting students who seemed to have the best potential as teachers of Speech. The article on the Remedial Speech Laboratory in the Newark News and the Speech Institute held in February 1958 may have contributed to the increased interest in the teaching of Speech as a career.

Fundamentals of Speech

In an effort to motivate students to improve their speech more rapidly and with greater seriousness, and with the intention of having a more effective means of screening out students who show poor potential as teachers because of inadequate oral communication skills, the following policy was proposed by the Speech faculty and approved by the Administrative Council and the entire faculty:

> An incomplete grade may be extended only once (one year beyond the semester in which the course was taken), except in the case of non-native, English speaking students or upon special consideration of the Speech Department staff.
>
> If a student fails to reach adequacy in oral communication by the end of the prescribed time, it will be recommended by the faculty of the Speech Department that the student be given an "F" grade in Fundamentals of Speech. It is further recommended that this student shall not be allowed to repeat this course, nor be enrolled in Student Teaching, until his problem has been reviewed jointly by a member of the Speech Department, the major department chairman and/or advisor, and the Dean of Students.

Curriculum Revision

A re-examination of the revised curriculum was in order when Dr. Allen Rosebrock and Dr. Boyd Nelson of the State Board of Education organized two meetings in Trenton in the Spring of 1959. Representatives from the Speech departments of Trenton, Paterson, Newark, and Montclair State College were present. The purpose of the meetings was to study and discuss the various speech programs in the state in order to establish greater uniformity of special speech offerings within the framework of the institution we each represented. This was accomplished successfully. Plans for revision of certification in Speech correction were evolved, and

Sample Tables and Figures

	Mgr.	Ste.	Total		Mgr.	Ste.	Total
Salary	4	17	21	Independent	12	14	26
Industry	12	17	29	Traditional	17	-	17

Grand Totals: 31 Salary, 46 Industry = 77

We are planned to note the atomic behaviour of Firmness Growth Salary. In fact a larger number of applicants were more active and were also more satisfactory in statistical standard. We noted in here the high publication as increment of growth. The results on the overall growth hypothesis, to the Social Sciences and the Social Sciences held in Chemistry (17) may have contributed to the Economics Interest in the Tendency of growth as a manner.

Interpretation of Results

In an effort to indicate measures to improve this growth rate adequate and with further circumstances, and this the indication of Social a major criterion among of accounting the statement as this year pre-tested as evidence because it functions and communication ability the Estimating policy was proposed by the Growth Country was approved by the administrations towards the Salary Industry.

> In Industrial Group may be indicated and also has been beyond the accounting in which the source was Industry, among in the case of accounting Industry Industry Industry or that Industry Industrial Industrialization of the Grand Department study.

It a summary table to much accounting in and accountancies by the and of the presentation view, it will be measurement by the Industry of the Grand Department that the student is given as "F" group in Industrial of Industry. It is further recommended that this student will not be listed in the pre-pilot study course, as is provided in Grand Department, with the special has been Industrial Industry of a number in the Grand Department, the major Industrial Industrial and/or Industry, and the Industry of Industry.

Concluding Remarks

A generalization of the review accounting can be given that in, also Industrial and the Industrial Salary of the study based of Industrial organization and Industrial in Industry in the growth of 1 (17). Industrialization than the Grand Department of Industry Industry Industry, and Industrial study Industrial Industrial Industrial. The results of the Industry has to study and Industrial the Industry Industry Industrial in the study to study to statistical growth statistical of Industrial Grand statistical study the Industrial of the Industrial of the Industrial Industrial. This has also Industrial Industrial. Thus the Industrial study of Industrialization in Grand Industrial Industrial Industrial and

suggestions for curriculum modifications at Montclair and the other colleges seemed valid. It was decided, too, that the "endorsement" as a teacher of the speech defective should become a regular teaching certificate. The proposed graduate program in speech at Montclair was presented, discussed, and revised slightly.

As a result of these meetings, the Speech Department found it necessary to propose a curriculum revision that would be in keeping with the decisions reached by the state group, and still be consistent with our basic belief in the importance of speech for all children—not just the "speech handicapped." A 53 semester hour comprehensive major in speech, leading the certification in two areas—Teacher of Speech and Dramatics and Teacher of the Speech Defective K-12—was prepared and presented to Dean Huber. The Curriculum Committee at Montclair approved the revision at its meeting in May, 1959. A copy of the new program is attached.

We are very pleased with the revision and feel that we now have one of the soundest and most comprehensive programs in Speech Education in the country. The new curriculum also qualifies students for clinical certification in the American Speech and Hearing Association. In addition, we are confident that this full program in Speech will allow majors to make wise use of their 12 elective credits by pursuing studies in related courses in other departments.

Graduate Program in Speech

In May, 1959, we received official notice from Dr. Raubinger that we could proceed with a graduate program in Speech leading to a Master of Arts degree. A copy of the curriculum and a copy of the announcement that was distributed widely, are attached. We are grateful to all of the people who supported our plans and who acted on our behalf to speed the approval of this long-awaited development in the total program of Speech Education at Montclair.

College High School

Three units in Speech were incorporated in the high school program as part of the English courses. Fundamentals of Speech was taught by Ellen Kauffman in the 8th grade; William Ballare taught a unit in Oral Interpretation in the 9th grade and Public Speaking in the 10th grade. We regret, however, that a unit in Dramatics could not be offered for lack of time in the high school student's program beyond the 10th grade.

Summer Session, 1959

Two new courses, Advanced Speech Pathology and Stage Lighting, were offered in the summer, as well as the required Fundamentals of Speech course. The enrollment in the senior-graduate elective cou courses was small, but respectable, considering the necessary prerequisites and the limited number of people in the state with speech training. In order to continue the classes it was necessary for the instructors to take a salary reduction. This was done with

some ambivalence. We felt that it was poor public relations to cancel the courses since many of the students were enrolled in both. We were also eager to "give life" to some new offerings in the department. We realized, however, that a salary compromise was a dangerous, unfair, but unavoidable compromise.

The Speech and Hearing Center had another successful and profitable year. Over 50 children were enrolled for speech therapy. The staff consisted of one administrator-therapist and four therapists.

Significant Trends

The number of students admitted as Speech majors has more than doubled within the past two years. The number of students selecting a 9 or 18 hour concentration in Speech as a second area is also high. We are reaching a point where one section of each specialized course is no longer sufficient; multiple sections will be necessary.

Since students under the new college curricula are required to take several elective courses, preferably outside of their major department, there has been increased interest in such Speech electives as Public Speaking and Oral Interpretation.

SPECIAL FEATURES AND ACCOMPLISHMENTS

All the faculty members of the Speech Department participated extensively in the co-curricular and extra-curricular activities which comprise an integral part of the Speech Department's program. The staff's professional contributions on the college, community, and national levels have been impressive.

On-Campus Activities

Players - (Montclair State College Dramatic Organization)

Four faculty members supervised the activities of Players, for the 1958-59 season:

Mr. Howard Fox - Director

Dr. Clyde McElroy, Technical Supervisor

Miss Margaret Leitner, Costuming

Mr. William Ballare, Makeup

Two plays were produced by Players during the 1958-59 season. In keeping with the Semi-Centennial celebration of the college, Players selected productions that would be related to this celebration.

They were Ah, Wilderness! by Eugene O'Neill, presented November 20, 21, and 22; and The Skin of our Teeth by Thornton Wilder, presented May 14, 15, 16, and 18.

Players has always attracted a large number of students who have been interested in participating in its productions. For instance, Ah, Wilderness! had a cast of 16 and a technical crew of 75; and The Skin of our Teeth had a cast of 32 and technical crew of 66. Players productions also attract a large number of students, alumni, high school students, and friends of the college. Ah, Wilderness! had a total attendance of 1932. The breakdown is as follows for this production:

SGA Cards	937
Outside Attendance	573
Complimentary	297
High School Students	125
	1932

The total attendance for The Skin of our Teeth was 1656, which can be broken down as follows:

SGA Cards	620
Outside Attendance	459
Complimentary	231
High School Students	346
	1656

It is interesting to note that Players productions attract a number of students of the high school level, and non-students.

The above figures demonstrate the importance and success of Players as a dramatic producing organization on the campus. Its success is due, in a large part, to the close faculty supervision of this program.

[illegible]

[illegible]

The total [illegible] for [illegible] was [illegible], which was in [illegible] when we [illegible]:

[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
	[illegible]

It is interesting to note that figure [illegible] [illegible] a number of [illegible] at the [illegible] level, [illegible].

The above figures demonstrate the [illegible] and manner of figures of a [illegible] [illegible] in the [illegible]. It becomes in [illegible] to a large [illegible] in the [illegible] [illegible] of this [illegible].

After interviews and screening, Players was chosen to tour overseas with a play to Armed Services centers for a five week tour beginning in February 1960. This honor had to be declined because of the time and staff involved.

Co-Curricular Dramatics Activities

Each year the Speech 456, Play Direction class, produces a series of one-act plays as a course project. During the 1958-59 school year the students produced and directed 12 one-act plays which were presented at College High Auditorium and Memorial Auditorium on January 14, 15, and 16. Two other speech classes, 105A and 105B Introduction to Dramatic Production, cooperated in the presentation of these plays by acting and serving as crew members for the productions.

There were approximately 80 cast members and 36 crew members participating in the one-act plays. This is one of the most important aspects of our teacher-training programs.

Memorial Auditorium Supervision

A member of the Speech Department, Clyde McElroy, has been assigned as supervisor of the stage and back-stage area. Five student technicians and four student apprentices have been trained and assigned as student stage technicians for use of on-campus and off-campus bookings. During the 1958-59 season student technicians were assigned to over 65 bookings. As a result of such heavy bookings, the Speech Department needs additional trained technicians assigned for stage duty.

Sigma Alpha Eta - (Zeta Chapter of the National Honorary Speech and Hearing Association)

1. The Zeta Chapter was the hostess society to the National organization meeting with ASHA in New York City last November, 1958. 70-75 Chapter associates, key members, and alumni helped and attended.

2. There was a demonstration of speech therapy procedures presented by two senior members at the October meeting.

3. There were two field trips - one in November to the A. Harry More School in Jersey City and one to an evening meeting of the Speech Association of the Eastern States in April, 1959.

4. The group sponsored lectures by Dr. Daniel Baker, laryngologist, by Miss Myra Herberman (Class of '52), a recipient of a Fulbright Award for study in London in the area of Pathology, and by Mrs. Mary Doehler, a laryngectomized speech therapist and member of the 1913 graduating class of the college.

5. The Chapter planned and held a Christmas Party for the children of the Speech Laboratory.

6. Members helped to screen the freshmen candidates in the spring of 1959.

After [illegible] [illegible], [illegible] and [illegible] is also [illegible] [illegible] [illegible]

7. The organization participated in the Spring Carnival.

8. Mr. Larry Vanella was elected as a member-at-large to serve on the National Council of Sigma Alpha Eta.

9. The Zeta Chapter continues to hold a top position in the national organization for its active membership and its projects.

Speech Testing of Freshman Applicants

In the Fall and Spring of 1958-59, 1520 applicants for admission to M. S. C. were interviewed and tested by speech majors and minors under the supervision of Dr. Scholl, Miss Kauffman, Mrs. Hubschman, and Miss Leitner. The purpose of the testing was to screen the applicants for speech and oral communication facility. Students who had severe problems, indicating an unfavorable prognosis for success as a teacher, were failed; those with less severe problems warranted a "provisional" admission classification. All students who were passed were considered to be free of any severe speech problem.

The following is a summary of the results of 25 hours of testing:

Passed	1270
Admitted provisionally	148
Rejected	102

Speech Practice Groups

In addition to the Speech Improvement Laboratory sessions which M. S. C. students who have inadequate voice and speech habits are required to take, all students enrolled in Fundamentals of Speech are given opportunities for out-of-class supervised practice.

Each student attending the course received one practice hour each week under the direction of a sophomore, junior, or senior speech major or minor. The students worked in groups of 5 to 7. There were approximately 100 such groups during the two semesters last year under the direction of approximately 50 different speech majors or minors.

Speech Improvement Laboratories

All students who have failed to develop adequate speech and oral communication skills by the end of the semester in which they take Fundamentals of Speech are required to attend a Speech Improvement Laboratory class for one hour a week. The following is a summary of the year's work in this area of service to our students:

	FALL			SPRING		
Instructor	No. of sections	Total enrollment	No. Dis-missed	No. of sections	Total enrollment	No. Dis-missed
Kauffman	6	79	30	3	37	22
Hubschman	3	37	22	6	60	37
Leitner	6	79	25	6	70	28
	15	195	77	15	167	87

Total enrollment for both semesters: 362
Total number dismissed: 164

Miss Kauffman worked with 6th and 8th grade College High School students 1 period per week for 12 weeks.

Remedial Speech Laboratory

In connection with the courses in Speech Correction and Speech Pathology, Speech majors and minors are required to complete 200 hours in clinical practicum. For this purpose, the college maintains a Remedial Speech Laboratory on campus for children who have severe voice, articulation, rhythm, and symbolization problems. Students observed and assisted Dr. Scholl and Mrs. Hubschman in a variety of professional laboratory experiences. They also planned and carried out speech therapy sessions with speech handicapped youngsters.

The following is a summary of the number of children who were provided speech therapy services this past year:

	Fall	Spring
4 to 9 years of age	52	54
10 to 18 years of age	31	50
Total enrolled for therapy	83	104
Diagnostic Interviews	72	80
TOTAL	155	184

Speech Institute

In keeping with the 50th Anniversary celebration at M. S. C. the Department of Speech planned its Fifth Annual Speech Institute around the theme: Speech Education in a Changing World.

The program was presented in the Memorial Auditorium on Friday, February 6, 1959. Approximately 500 high school students, teachers, administrators, and speech therapists attended. Dr. Lester Thonssen, Professor of Speech at the City College of New York and a past President of the Speech Association of America was the main speaker.

The major portion of the program was planned and carried out by Speech majors and minors. They demonstrated oral interpretation and public speaking techniques of 50 years ago and today. Speech therapy demonstrations illustrated remedial techniques with representative problems. The audience witnessed the development of a scene from A Midsummer Night's Dream as it progressed from a reading on a bare stage to the finished product with costumes, lights, and makeup.

Faculty Show

All of the members of the department participated in the on-stage or behind the scenes activities of the Faculty Show, Gold in the Hills, which was directed by Dr. Scholl. Performances were

[illegible]

[illegible]

[illegible]

on May 21 and 23, 1959. A net profit of approximately $500 was realized. The money is to be contributed to the College Development Fund.

Speeches and Meetings on Campus

Conferences with students, parents, teachers, school and hospital personnel, and other persons seeking professional advice, occupied much of the time of the Speech faculty. One hour a week was devoted to a staff meeting of the Speech Department.

Many of the faculty were popular speakers at club meetings. The following list is a partial compilation of the kinds of on-campus activities in which the members of the Speech Department participated:

30 conferences with public school teachers, principals, and superintendents of schools.....Miss Kauffman
20 meetings with advisees and officers of Sigma Alpha Eta at college and home.....Miss Kauffman
Chairman, Speakers Bureau: Citizens Committee for College Opportunities in New Jersey.....Mr. Ballare
Addressed meetings of Kappa Delta Pi.....Mr. Ballare & Dr. Scholl
Addressed N. J. State Federation of Women's Clubs.....Mr. Ballare
Addressed members of the N. J. State Federation of Parent-Teachers Association.....Dr. Scholl
Meetings with Dr. Berthold regarding the Speech program in the Clifton Schools.....Dr. Scholl & Mr. Fox
Meetings with Mrs. Ryan of the New Providence High School to help plan a Speech program.....Dr. Scholl
Chairman, Nominating Committee of the M. S. C. Faculty Association.....Dr. Scholl
Meeting with Mrs. McKenna of Perth Amboy General Hospital to help plan Speech Therapy Services.....Dr. Scholl

Off-Campus Activities

Speech Surveys

The department planned and conducted two surveys in public schools during the 1958-1959 term:

1. Totowa Borough Schools, December 4, 1958.....1269 pupils
2. Caldwell-West Caldwell Public Schools, March 12, 1959..1392 pupils

Total.....2661

[illegible]

[illegible]

[illegible]

Special Programs

The following are cited as some examples of the off-campus speaking engagements and programs in which members of the department have participated:

1. Prepared and conducted an Institute on Oral Interpretation for teachers at Lodi.....Mr. Ballare
2. Addressed students at Mt. Hebron School on teaching as a career.....Mr. Ballare
3. Addressed the Dramatic Club at Kimberly School and judged the Poetry Festival.....Dr. Scholl
4. Addressed teachers and staff in the Totowa Boro and West Caldwell Public Schools.....Miss Kauffman
5. Judged Public Speaking Contest at Hanover Park Regional High School.....Miss Leitner
6. Supervised Miss Frances Gasienica, freshman speech major, when she participated in the National Society of Arts and Letters Dramatic Contest. Miss Gasienica received honorable mention.....Mr. Ballare
7. Addressed doctors and nurses on Speech Therapy at Beth Israel Hospital in Newark.....Mrs. Hubschman

Conventions and Professional Organizations

Staff members participated actively in meetings of state and national conventions. Speech majors attended many of the meetings along with the faculty representatives.

October 25, 1958 - N. J. Society for Crippled Children and Adults Rutgers University. (30 students, Dr. Scholl and Mrs. Hubschman attended)

November 16-19, 1958 - American Speech and Hearing Association Hotel New Yorker. (70 students, Dr. Scholl, Miss Kauffman, and Mrs. Hubschman attended)

December 28-30, 1958 - Speech Association of America, Chicago, Illinois (5 students and Miss Kauffman attended)

November 7, 1958 - Speech Association of New Jersey, Atlantic City, N. J. (10 students and Dr. Scholl, Miss Kauffman, Miss Leitner, and Mrs. Hubschman attended)

April 9-11, 1959 - Speech Association of the Eastern States, Henry Hudson Hotel, New York. (All speech majors and minors, and entire Speech Staff attended)

May, 1959 - Speech Association of New Jersey, Jersey City State College. (12 students and Dr. Scholl, Mr. Fox, Miss Kauffman, and Miss Leitner attended)

May, 1959 - New Jersey Speech and Hearing Association, Newark State College. (Mrs. Hubschman attended)

Special Sessions

The following are cited in some detail as examples of the extraordinary meetings and sessions in which members of the Assembly have been involved.

1. Sessions and assignment in preparation on Land Disengagement for Territories of Israel.....(Mr. Gaston Eyskens, Belgium)
2. Consultations in the Senior Advisory Committee on Operations.....(Mr. Gaston Eyskens, Belgium)
3. Assignment and preparation work on Security Council and General Assembly Functions.....(Mr. Gaston Eyskens, Belgium)
4. Informal Consultations with Security Council Members and Parties.....(Mr. Gaston Eyskens, Belgium)
5. Informal Public Meetings.....(Mr. Gaston Eyskens, Belgium)
6. Informal Public Question Sessions on Economic Aid Programs.....(Mr. Gaston Eyskens, Belgium)
7. Informal Meetings with Foreign Ministers, Permanent Council Members, and Parties concerned on the Emergency Force in Sinai and Jordan Valley, Consultations with Parties concerned, Talks concerning Arrangements.....(Mr. Gaston Eyskens, Belgium)
8. Informal Meetings and Consultations on Economic Aspects of the Middle East Problem, Consultations with Parties concerned, Talks Leading to Development Plan.....(Mr. Gaston Eyskens, Belgium)

Conventions and Intergovernmental Conferences

Many Assembly representatives participate in conferences on behalf of their and other governments. Several major conferences held in the Assembly since 1956 have included representatives.

October 29, 1956 - Nov. 4, 1956 - Meeting of the Belgian, Italian and Austrian Delegations.
(Mr. Gaston Eyskens, Belgium; Mr. Antonio Segni, Italy; Mr. Bruno Kreisky, Austria)

December 14-19, 1956 - Meeting between and Discussions between the Royal Dutch Government, Mr. Antonio Segni, Italy, Mr. Gaston Eyskens, Belgium, Mr. Bruno Kreisky, Austria

December 20-22, 1956 - Meeting between the Belgian Government and Mr. Gaston Eyskens, Belgium

December 7, 1957 - Meeting between the Belgian, Italian, Dutch, Luxembourg and Austrian Delegations
(Mr. Gaston Eyskens, Belgium; Mr. Antonio Segni, Italy; Mr. Bruno Kreisky, Austria)

March 1-11, 1957 - Meeting between the Belgian, Italian, Dutch, Luxembourg and Austrian Delegations
(Mr. Gaston Eyskens, Belgium; Mr. Antonio Segni, Italy; Mr. Bruno Kreisky, Austria)

May, 1957 - Meeting between the Belgian, Italian, Dutch, Luxembourg and Austrian Delegations
(Mr. Gaston Eyskens, Belgium; Mr. Antonio Segni, Italy; Mr. Bruno Kreisky, Austria)

May, 1957 - The Assembly Meeting for Foreign Ministers
(Mr. Gaston Eyskens, Belgium)

Dr. Scholl served as Second Vice-President of the Speech Association of the Eastern States, Treasurer of the Speech Association of New Jersey, and President of the Speech Alumni Association of Teachers College, Columbia University.

Mrs. Hubschman was elected in May as President of the Teachers College Speech Alumni Association, and to the Vice-Presidency of the N. J. Speech and Hearing Association.

Mr. Ballare, Miss Kauffman, Miss Leitner, Mr. Fox and Dr. McElroy served on convention committees at the Speech Association of the Eastern States Convention.

Field Trips

1. Bell Telephone Laboratories in Murray Hill
2. A. Harry Moore School in Jersey City
3. St. Barnabas Hospital for Chronic Diseases, New York City
4. Theatre parties

Affiliations with Outside Groups

The Speech Therapy program at the North Jersey Training School in Totowa was continued under the supervision of Mrs. Hubschman. Eight Speech majors and minors also participated.

Mrs. Hubschman also did volunteer work in Speech Therapy at the Neuro-Psychiatric Clinic of Beth Israel Hospital in Newark.

The Speech Therapy program at Perth Amboy General Hospital was continued under the supervision of Dr. Scholl. Four speech majors and minors participated.

RECOMMENDATIONS

In view of the increased enrollment and the new college curriculum, the Speech Department would like to add to its staff so that elective offerings in Speech may be extended and class-size maintained at a reasonable figure. Two new faculty members will join the Speech Staff in September, 1959. An additional person will be needed in September, 1960, when multiple sections of major courses will have to be offered.

Additional program allowance is needed for the Speech Improvement Laboratories. With the increase in student enrollment, the number of incompletes in Fundamentals of Speech has increased proportionately. Very little can be accomplished in groups that have more than eight students when intensive and individualized speech therapy is necessary.

Because of the many telephone inquiries that are received in the Speech Office regarding the Memorial Auditorium and the Speech and Hearing Center program, one telephone extension is insufficient. Poor public relations have resulted and administrative matters cannot be conducted with dispatch. We urge that consideration be given to our request for an additional telephone line.

Dr. Ndadi served as Second Vice-President of the Speech Association of the Eastern Region, Treasurer of the Speech Association of Nigeria, and President of the Speech Union of Universities of Nigeria, Ibadan Chapter.

Dr. Ndadi was elected to the post as President of the Nigerian College Speech Union Association, and to the Vice-Chairmanship of the U.N. Speech and Debate Association.

Dr. Ndadi, also Lecturer, also Judge, Dr. Ndadi served as moderator, judge of the Speech Association of the Eastern Region Debate Tournaments.

Dr. Ndadi

1. Will introduce introduction in speech skill
2. is author Speech Journal in speech skill
3. is Member Speech and Debate Association, New York City
4. Author writing

Institutions and Speech Groups

The Speech Teacher's programme at the Lagos Teachers College is being one institution which did experiment in the, Government, Lagos Speech skills. Of course also participated.

Dr. Ndadi also is the editorial board Speech Teacher in the Speech Association of Nigeria Journal in Speech.

The Speech Teacher Journal is being Speech Teacher Journal and published under the supervision of Dr. Ndadi. Are special reports and papers published.

Conclusion

In view of the increased requirement for the new teaching curriculum, the Speech Department would like to all be in the habit of not only activity attempt to speech but be somewhat an activities and courses a reasonable future. The new faculty seeking will join the Speech Staff in September 1971. A rehearsal course will be begun in September 1971, when skills provided of major speech will have to be attempt.

Institutions provide citizenship be needed for the Speech Department Laboratories. With the increase in student population, the number of investigations in Speech Department has increased tremendously. Over 111 have be accomplished in second term have been done with students from Education and Institutions needed training in speech.

Because of the such relationship problems that are pertinent to the Speech Office regarding the Speech Institute and the needs and Speech Course students, our Academic Advisers in Institutions. Poor public relations have resulted and administrative actions can be accomplished with difficulty. We are also unable to give to our personnel the no additional expenses time.

Most speech classes must be of a relatively small size because of the nature of the courses. Courses such as Fundamentals of Speech, Public Speaking, Oral Interpretation, Play Direction, and Auditory Rehabilitation should be no larger than 15 students if each student is to derive the maximum benefits of "learning by doing." Frequent performance before the class is essential; large classes defeat the very core of what we are trying to develop in the students.

We are disturbed with the existing policy regarding the cancellation of classes below a certain size on the extension and graduate level. We are aware of the attendant administrative and financial problems, but feel that some provisions should be made at the state level to help subsidize the graduate Speech program, when necessary. "Speech" is a relatively new teaching area in New Jersey and the demand for certified speech correction teachers is great. Few graduate students have had sufficient undergraduate training in Speech to qualify them for admission to our program. It would be expected, therefore, that in so young and specialized a field, registration would be somewhat limited. A class size of 8 or 9 students would be respectable indeed to us, but not so to the administrative officers. We cannot be certain as to what the size of our classes will be. Perhaps we are being unduly cautious. We think it would be advisable, however, if some state subsidization would be possible when classes fall below a certain size.

Work scholarship students have been helpful in many clerical and secretarial matters. Certain abuses of this privelege are bound to occur. Examinations, field trips, special functions tend to disrupt the consistency with which student-secretaries perform their tasks. It is impossible to have the office covered at all times. Since the Speech Department is involved in many college and community service activities, our office receives a large volume of mail and phone calls. One full-time secretary is sorely needed if administrative matters are to be handled efficiently and economically. The number of work scholarship students in the office could then be reduced considerably.

There are many areas of research in Speech and Hearing Therapy with children that are of vital concern in the nation. We have the personnel, the equipment, and the subjects to make such research possible. Important contributions could be made in the area of the education of the handicapped if some program time could be made available for research purposes.

The Speech Improvement Laboratory should be set up as a regular course carrying no credit but appearing on the students' official transcripts. We recommend that the course (Speech 100X, perhaps) be described in the catalog and that regular formal registration procedures be followed. This arrangement may help to impress upon students the seriousness of the matter, and may provide additional motivation for rapid improvement of speech faults.

Additional student stage technicians are also needed if Memorial Auditorium is to be used officially. A student technician should check the back stage area every hour of the day and should be available for immediate use. At least eight student technicians are needed.

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Speech majors should be allowed, as part of their senior student teaching experience to receive credit for participation in extra-curricular dramatic programs at the high schools to which they are assigned. This is as important a part of their experience in preparation for teaching as is the classroom work.

We feel that the past year was a busy, exciting, and fruitful one. We are enthusiastic about the graduate program, and the revision of the speech curriculum to a 53 semester hour comprehensive program. We are grateful to the President, the Dean, and other administrative officers for their excellent cooperation and guidance in helping us to "come of age."

Respectfully submitted,

Harold M. Scholl

Harold M. Scholl, Ed. D.
Acting Chairman, Speech
Department

HMS:cv

MONTCLAIR STATE COLLEGE

CURRICULUM REVISION

Speech Department
April 1959

Fall Semester	S.H.	Spring Semester	S.H.
FRESHMAN YEAR			
Phys.Ed. 100A - Phys. Ed. Activities	½	Phys.Ed. 100B - Phys. Ed. Activities	½
Soc.St. 100A - Dev. of World Civ.	3	Soc.St. 100B - Dev. of World Civ.	3
F.A.100 - Intro. to Visual Arts	3	Music 100 - Music Appreciation	2
Ed.100 - Mental Hyg. & Pers. Adjustment	2	Sci. 100A - Survey of Phys. Sci. or	4
Sp.103 - VOICE & SPEECH IMPROVEMENT	3	Sci. 100B - Survey of Biological Sci.	
Sp.105A - INTRO. TO DRAMATIC PROD. A	2	Eng. 100C - Fund. of Writing	3
Sp.106 - INTRO. TO ORAL INTERPRETATION	2	Sp. 105B - INTRO. TO DRAMATIC PROD. B	2
		Sp. 104 - INTRO. TO PHONETICS	3
	15½		17½
SOPHOMORE YEAR			
Phys.Ed. 200A - Phys. Ed. Activities	½	Phys.Ed. 200B - Phys.Ed. Activities	½
Soc.St. 200A - Contemp. Amer. Life	3	Soc.St. 200B - Contemp. Amer. Life	3
Ed. 201A - Human Dev. & Behavior I	3	Ed. 202B - Human Dev. & Behavior II	3
Sci. 100C - The Earth Sciences	2	H.Ed. 100 - Healthful Living	2
Electives	3	(a)Sp. 4-- - CREATIVE DRAMATICS or	2
)Sp. 435 - STAGECRAFT or	2	(b)Ed. 473 - ELEM. SCHOOL LANG. ARTS	
)Ed. 472 - ELEM. SCHOOL CURRICULUM		Sp. 204 - INTRO. TO PUBLIC SPEAKING	2
Sp. 208 - ANATOMY & PHYSIOLOGY OF THE VOCAL & AUDITORY MECHANISMS	3	Sp. 209 - SPEECH CORRECTION: THEORIES AND PRACTICES	3
	16½		15½
JUNIOR YEAR			
Ed. 308A - Teacher in School & Commun.	3	Ed. 309B - Princ. & ~~Techs. of Sec.Ed.~~ Methods of Teaching	3
Math. 300 - Social Uses of Math.	2	Math 400 - Statistics	2
Elective	2	Eng. 100G - Western World Lit.	3
Ed. 452 - Psych. & Ed. of Handicapped	3	Sp. 468 - MEASUREMENT OF HEARING	3
Sp. 410 - SPEECH PATHOLOGY	2	Sp. 457 - DIRECTING ASSEMBLY PROGRAM	2
Sp. 461A - PRACTICUM IN SP. CORR. I	2	Sp. 461B - PRACTICUM IN SP. CORR. II	2
Sp. 456 - PLAY DIRECTION	2	Electives	2
	16		17
SENIOR YEAR			
Ed. 401 - Dev. of Educ. Thought	3	Ed. 403 - STUDENT TEACHING IN SPEECH ARTS & SCIENCES	8
Lang. 300 - Foundations of Lang.	2		
Elective	5	Elective - Math. or Science	2
Sp. 417 - METHODS OF TEACHING SPEECH AND DRAMATICS	3	Elective - Humanities	2
)Sp. 462 - GROUP DISCUSSION & LEADERSHIP or		(a)Sp. 448 - CHORAL SPEAKING or	2
)Sp. 412 - SPEECH DIAGNOSIS	3	(b)Sp. 469 - AUDITORY REHABILITATION	
	16		14

A specialization of 53 s.h. in Speech qualifies majors for a certificate in: 1) Teaching of Speech in Secondary Schools; 2) Teaching of the Speech Defective, Kindergarten through 12th grade.

Each major must declare a 9 point concentration in either: (a) Speech and Dramatics, or (b) Speech Correction, beyond the core of courses required of all speech majors (44+9=53 S.H.)

MONTCLAIR STATE COLLEGE

CURRICULUM REVISION

Speech Department
April 1959

Speech Minor

Sophomore Year

Fall Semester	S.H.		S.H.
* Speech Arts elective (see below)	2	Sp. 104 Introduction to Phonetics	3
		Sp. 209 Speech Correction: Theories and Practices	3

Junior Year

Sp. 204 Intro. to Public Speaking	2	Sp. 106 Intro. to Oral Interp.	2
Sp. 461A Practicum in Speech Correction	2	*Speech elective (see below)	2

Senior Year

Sp. 417 Methods of Teaching Speech and Dramatics	3

Total semester-hours required: 19

*Two s.h. courses from among the following electives:

Sp.105A Intro. to Dramatic Prod. A	2	Sp. 457 Directing the Assembly Prog.	2
Sp. 435 Stagecraft	2	Sp. 448 Choral Speaking	2
Sp. 456 Play Direction	2	Sp. 461B Practicum in Sp. Correction II	2
		Sp. 4-- Creative Dramatics	2
		Sp. 410 Speech Pathology (if offered in spring)	2
		Sp. 105B Intro. to Dramatic Prod. B	2

Recommended Sequence for Limited Specialization

Dramatics elective (see list above)	2
Sp. 104 Introduction to Phonetics	3
Sp. 209 Speech Correction: Theories and Practices	3
Sp. 204 Public Speaking	2
TOTAL	10

LEASE POST

Montclair State College

announces the inauguration
of a GRADUATE PROGRAM in

SPEECH

Leading to the Degree of MASTER OF ARTS

THE DEPARTMENT OF SPEECH OFFERS CURRICULA WITH SPECIALIZATION IN:

- Speech and Dramatics, or
- Speech and Hearing Rehabilitation

COURSES IN:

Play Production
Scenery and Lighting
Advanced Oral Interpretation
Advanced Public Speaking
Advanced Speech Pathology
Practicum in Speech and Hearing
Speech Diagnosis
Measurement of Hearing
Auditory Rehabilitation
And Other Courses

SPECIAL FEATURES

- Beautiful New, Air-Conditioned Theater
- Modern Speech Laboratory Facilities
- Audiometric Testing Room
- Speech and Hearing Center on Campus for Demonstration and Training
- Summer Session Workshops and Seminars
- Proposed Campus Summer Stock Theater

Program leading to certification by
N. J. State Department of Education and
the American Speech and Hearing Association

FOR INFORMATION WRITE: CHAIRMAN, GRADUATE COUNCIL

MONTCLAIR STATE COLLEGE

UPPER MONTCLAIR, N. J.

1959

GRADUATE PROGRAM FOR SPEECH

Catalog Description

Speech education in the schools of New Jersey has received increasing recognition in recent years with the realization that effective oral communication is important to the achievement of self-realization, vocational competency, social effectiveness, and good citizenship. Additional programs of speech are being established to provide developmental and corrective work according to each student's needs. The effectiveness of these programs depends upon the sound and extensive preparation of master teachers who can organize and supervise Speech programs and who can offer dynamic leadership in helping to integrate the speech program in the overall school curriculum.

The graduate program in Speech allows qualified students to specialize in one of two area of speech education:

(1) Speech and Dramatics, or (2) Speech and Hearing Rehabilitation.

It is expected that each graduate student will have at least one of the following goals for his work:

1. To be the director or supervisor of a speech education program in the elementary and secondary schools of a community.

2. To be further qualified as a speech therapist in schools and special institutions.

3. To increase his skill as a teacher of Speech and Dramatics in secondary schools.

4. To gain further proficiency through the completion of requirements for certification in the state and in the national professional organization, the American Speech and Hearing Association.

In order to matriculate as a candidate for the Master of Arts degree in Speech, the applicant must have completed a minimum of 18 semester hours of course work, or the equivalent, from among the following areas:

Voice Production	Fundamentals of Speech
Phonetics	Speech Pathology
Speech Correction	Choral Speaking
Anatomy and Physiology of Auditory and Vocal Mechanisms	Clinical Practicum
	Dramatics
Oral Interpretation	Public Speaking
Speech Correction Laboratory	Discussion

Each student must also be capable of setting a good example of acceptable speech. Each candidate will be interviewed by a speech faculty committee and if any speech deficiencies are noted, the candidate must correct them prior to matriculation, or accept matriculation on the condition that such correction will be made one year before the granting of the degree.

REQUIREMENTS FOR THE A.M. DEGREE IN SPEECH

Upon admission to the graduate program in speech, the student must declare is area of specialization: (1) Speech and Dramatics, or (2) Speech and Hearing ehabilitation. Each student must spend at least one summer in full-time study in he seminar course in his area of specialization.

	S.H.	Total
1. Ed. 503 Methods and Instruments of Research	2	
Other Education Courses (chosen by student after consultation with advisor).	4	
		6 s.h.
2. Basic Professional Course (Required of all Speech Majors)		
Sp. 550 Advanced Study of Voice and Speech Production	3	
Sp. 592 Areas and Techniques of Research in Speech and Dramatics, or		
Sp. 593 Areas and Techniques of Research in Speech and Hearing Rehabilitation	3	
		6 s.h.
3a. For students specializing in Speech and Dramatics		
Sp. 567 Seminar in Dramatic Production (summer session)	6	
Sp. 449 Advanced Public Speaking or	2	
Sp. 462 Group Discussion and Leadership	3	
Sp. 565 Advanced Oral Interpretation	2	
1 course in Speech and Hearing Rehabilitation	2-3	
Electives (Chosen by student after consultation with advisor)	6-8	
		20 s.h.
b. For students specializing in Speech and Hearing Rehabilitation		
Sp. 535 Seminar in Speech and Language Rehabilitation (summer session)	6	
1 course in Audiology	2-3	
Sp. 411 Advanced Speech Pathology or		
Sp. 412 Speech Diagnosis	3	
1 course in Speech Arts	2-3	
Electives (Chosen by student after consultation with advisor)	5-7	
		20 s.h.
GRAND TOTAL		32 s.h.

4. Additional requirements

a) Written comprehensive examination

b) Oral comprehensive examination

c) Oral demonstration of communication skill. The speech faculty will arrange a committee to observe each candidate as he participates in a professional activity or program of 30 minutes in length. The nature, time, and place of the activity will be of the student's choosing, prior to his final semester. It may be in the form of a speech at a P.T.A. meeting or at a professional convention, a reading a dramatization, or any combination which demonstrates the candidate's ability to exemplify good speech, and to be effective before an audience.

Montclair State College

Department of Science

Report to the President
Academic Year
1958 - 1959

Developments and Trends

1. Building and Equipment

A. Classroom Furniture

The equipment mentioned in the report of 1957-1958 which was to be purchased from surplus funds was ordered and installed in the fall of 1958. This equipment consisted of five chemical hoods, one demonstration desk, one wall organic chemistry desk, one herbarium for botany. Later from line budget 1958 - storage equipment was purchased for physics laboratories, a new demonstration desk and two four student tables for biology, and an aquarium for zoology.

A gift of glass equipment, specific gravity apparatus and a work desk were received from Dr. North's daughter.

The chemistry and biology equipment from Panzer was transported from Panzer College. They were placed in bacteriology stock, the biology laboratory in WA3-Room 1 and in the chemistry laboratory in room 23 of main building. The chemistry equipment and stock for organic chemistry was taken from room 23 to room 202 and 204 in Finley Hall.

Using Dreyfuss funds additional equipment was purchased to enable the physics and chemistry courses to be brought to capacity to handle the graduate work for the Dreyfuss people.

B. Expansion of Department - Staff and Offerings

Due to transfer of Panzer College to Montclair it was necessary to expand the offerings in biology to include work in bacteriology, human biology, physiology for physical education majors. Also a years course was provided in chemistry. This made necessary the hiring of Mr. Hermann, for bacteriology, Miss Cunningham for biology, and Mr. Becker for chemistry.

The addition of the Dreyfuss program required the hiring of Dr. Burke in physics and Mrs. Rossmore in chemistry so that time could be made available for scheduling graduate work in physics and chemistry as part of the regular teaching load of graduate faculty.

To care for increased load in biology Mr. Fisher was employed. Dr. McDowell succeeded Dr. Hadley who was retired for age. So one replacement and five additional instructional staff - total of six new teachers.

Special features. As a part of the fiftieth year celebration two programs were furnished in October - one a discussion of the various college offerings in science and the other on recent developments in atomic energy.

Classroom of the Air. In August 1958 a conference of State Colleges was called at Rutgers University to consider cooperating with the Continental Classroom of the Air - Physics course. Dr. Hugh Allen was designated to handle this work. In the fall a class on teaching physics (physics 501) was filled. In the spring another on on nucleur physics was given.

During the year of 1958-1959 four of the instructional staff, Mr. Fisher, Dr. Gawley, Miss Kuhnen and Dr. Reed acted as science consultants for three area meetings sponsored by the State Department, the New Jersey Education Association and the Dreyfuss Foundation.

In the winter and spring of 1959 Mr. Fisher headed a group of teachers to work with the Glen Rock biology staff to give selected high school students one Saturday a month to college lecture and laboratory experience.

Drs. Gawley, Reed, and Smith gave lectures on civil defense to state wide groups at Montclair State College, Trenton State College, at Newark-Rutgers and at Pensauken Township. This type of service has been rendered the state since 1952.

6. Expansion of Department - Staff and Offerings

Due to transfer of Junior Colleges to Junior-Senior is now beginning to expand the offerings in biology to include work in bacteriology, human anatomy, physiology for physical education majors. Also a years course was provided in chemistry. This made necessary the hiring of Mr. Anderson, for bacteriology, Miss Hawkins for biology, and Mr. Hooker for chemistry.

The addition of the Junior-Senior program required the hiring of Dr. Burke in physics and Mr. Hoagland in chemistry, so that time could be made available for remedial, graduate work in physics and chemistry as part of the regular teaching load of graduate faculty.

To care for increased load in biology Mr. Fisher was employed. Mr. Hoagland succeeded Mr. Hooley who was retired for age. Mr was replacement and five additional instructional staff - total of six new teachers.

Special features. As a part of the Fifteenth year celebration two programs were furnished in Detroit - one a discussion of the various colleges offerings in science and the other on recent developments in atomic energy.

Discussion of the air. In August 1950 a conference of Ferris Colleges was called at Ferris University to consider cooperating with the Continental Aircraft Corp. of the City - Ypsilanti area. Dr. High Allen was appointed to handle this work. In the fall a class in basic the physics (physics 100) was filled. In the spring another on on nuclear physics was given.

During the year of 1949-1950 four of the instructional staff, Mr. Fisher, Dr. Dewey, Miss Hudson and Dr. Hoad acted as science consultants for three area meetings sponsored by the Ferris Department, the Ann Arbor Conservation Association and the Michigan Association.

In the winter and spring of 1950 Dr. Fisher teached a group of teachers to work with the Glen Rock biology staff to give selected high school students an Saturday a month in college lectures and laboratory experiences.

Mr. Dewey, Hoad, and Smith, are lecturers on civil defense to state wide groups at Community State College, Fenton Area College, at Saginaw-Bay City and at Kalamazoo Township. This type of service has been rendered the state since 1951.

C. Recommendations

1. There is still need for room equipment to complete the rooms. This has been partly met by line items in 1959-1960 budget. Additional line items have been added in the 1960-1961 budget.

2. The laboratories are already over crowded. There is need to plan additional laboratories and classrooms.

3. Additional elective classes have been under consideration both for science majors and background electives for non-science majors.

4. There is need to transfer the instructors hired for the Dreyfuss project to the regular college staff.

5. The large science enrollment makes the problems of high school observations even more difficult. The problem should be re-examined.

6. There is a real problem of finding time for departmental meetings. There is no period in the day from 8:30 a.m. to 5:30 p.m. when all the department members can attend a staff meeting without loss of a class. The most desirable hour is the assembly hour. Even then some teachers are assigned home room duties in the College High School.

7. There is need for a building committee to draw up plans for new laboratories and other facilities.

8. The duties of graduate advisor and department head have become very heavy. There is inadequate science office help for handling the routine. One person should handle the graduate advising and another the department head duties. This should not be rotated as it takes some time to become trained in the work and numerous mistakes would result.

G. Recommendations

1. There is still need for some equipment to complete the range. This has been partly met by items taken in 1958-1959 budget, additional item have been added in the 1960-1961 budget.

2. The laboratories are already over crowded. There is need to plan additional laboratories and classrooms.

3. Additional library stacks have been quite inadequate. Provision should be made for science majors and undergraduate electives for non-science majors.

4. There is need to transfer the laboratories behind for the Department of the regular college staff.

5. The large science conferences which the department of more second classes are more difficult. The problem should be reconsidered.

6. There is a real problem of finding time for departmental meetings. There is no period in the day from 8:30 a.m. to 3:30 p.m. when all the department members are without a staff meeting already held or a class. The most feasible time is the assembly hour. Even then some faculty are assigned then some duties in the College High School.

7. There is need for a faculty committee to plan on plans for the laboratories and other facilities.

8. The duties of graduate assistant and department head have become very heavy. There is inadequate clerical help for handling the results. The person should handle the graduate courses and advising and supervision and duties. This should be a person in 24 hours when this is because involved in the work and department organized which result.

D. Statistics of Offerings and Department Enrollment

Science Department Table I

Enrollment by Class - Fall 1958

	Majors	
	Fall	Spring
Freshmen	55	54
Sophomore	38	34
Junior	23	21
Senior	25	27
	141	136

Graduated June	Bachelor of Arts	24
	Master of Arts	7
August	Bachelor of Arts	0
	Master of Arts	3

D. Statistics of Offerings and Department Enrollment (cont'd)

Science Department Table II

Enrollment by Courses

Survey of Physical Science

Fall Semester 1958

Number	Title	Credit	Enrollment
100 A	Survey of Physical Science	4	23
100 A	Survey of Physical Science	4	20
100 A	Survey of Physical Science	4	21
100 A	Survey of Physical Science	4	23
100 A	Survey of Physical Science	4	27
Integration 401 - Teaching Science in Secondary Schools			
401	Teaching Science in Secondary Schools	3	21
Biology, Chemistry, Physics			
Biol. 101	General Botany	4	22
Biol. 101	General Botany	4	21
Biol. 101	General Botany	4	21
Biol. 201	Zoology	4	25
Biol. 209	Human Biology	3	23
Biol. 209	Human Biology	3	22
Biol. 209	Human Biology	3	16
Biol. 209	Human Biology	3	16
Biol. 209	Human Biology	3	23
Biol. 210	Elementary Bacteriology	4	18
Biol. 210	Elementary Bacteriology	4	15
Biol. 210	Elementary Bacteriology	4	19
Biol. 402	Mammalian Anatomy and Histology	4	15
Chem. 101	General College Chemistry	4	21
Chem. 101	General College Chemistry	4	17
Chem. 101	General College Chemistry	4	29
Chem. 103	Chemistry for Home Economics	3	17
Chem. 103	Chemistry for Home Economics	3	16
Chem. 105	Chemistry for Physical Education	3	27
Chem. 105	Chemistry for Physical Education	3	23
Chem. 105	Chemistry for Physical Education	3	26
Chem. 105	Chemistry for Physical Education	3	26
Chem. 105	Chemistry for Physical Education	3	30
Chem. 202	Analytical Chemistry	4	17
Chem. 405	Organic Chemistry	4	22

D. Statistics of Offerings and Department Enrollment (cont'd)

Science Department Table II (cont'd)

Number	Title	Credit	Enrollment
Phys. 101	General College Physics	4	14
Phys. 101	General College Physics	4	21
Phys. 101	General College Physics	4	22
Phys. 304	Introduction to Photography	2	14
Phys. 402	Electricity	4	15
Phys. 402	Electricity	4	9
Phys. 406 A	Astronomy I	2	17
Phys. 407 A	Aviation I	2	6
Survey of Physical Sciences			
Spring 1959			
Sci. 100 A	Survey of Physical Science A	4	26
Sci. 100 A	Survey of Physical Science B	4	24
Sci. 100 A	Survey of Physical Science C	4	25
Sci. 100 A	Survey of Physical Science D	4	26
Sci. 100 A	Survey of Physical Science E	4	20
Biology, Chemistry, Physics			
Sci. 100 A	Survey of Biology	4	19
Sci. 100 B	Survey of Biology	4	23
Sci. 100 B	Survey of Biology	4	24
Sci. 100 B	Survey of Biology	4	20
Sci. 100 B	Survey of Biology	4	22
Sci. 100 B	Survey of Biology	4	24
Sci. 404	Problems in the Teaching of Science	2	21
Biol. 102	General Botany	4	21
Biol. 102	General Botany	4	20
Biol. 102	General Botany	4	22
Biol. 202	General Zoology	4	23
Biol. 210	Elementary Bacteriology	4	15
Biol. 210	Elementary Bacteriology	4	18
Biol. 210	Elementary Bacteriology	4	16
Biol. 210	Elementary Bacteriology	4	23
Biol. 210	Elementary Bacteriology	4	21
Biol. 409	Human Physiology	4	9
Biol. 412 A	Genetics	2	3 *
Chem. 102	General College Chemistry	4	12
Chem. 102	General College Chemistry	4	19
Chem. 102	General College Chemistry	4	26
Chem. 104	Chemistry for Home Economics	3	16
Chem. 104	Chemistry for Home Economics	3	15

6. Statutes of Alberta and Supreme Court Decisions (cont'd)

Alberta Statutes 1929 to 1[illegible] (cont'd)

Number	Title	Pages	Decisions
Chap. 1[illegible]	Amend Crown Forests	[illegible]	[illegible]
Chap. 1[illegible]	Amend Drainage District	[illegible]	[illegible]
Chap. 1[illegible]	Amend Dairy Products	[illegible]	[illegible]
Chap. 1[illegible]	Interpretation in Statutory	[illegible]	[illegible]
Chap. 1[illegible]	Electricity	[illegible]	[illegible]
Chap. 1[illegible]	Electricity	[illegible]	[illegible]
Chap. 1[illegible] A	Amendment 7	[illegible]	[illegible]
Chap. 1[illegible] A	Filling 2	[illegible]	[illegible]

Survey of Crown Lands

Chapter 1[illegible]

Ch. 1[illegible] A	Survey of Crown Lands 1	[illegible]	[illegible]
Ch. 1[illegible] A	Survey of Crown Lands 2	[illegible]	[illegible]
Ch. 1[illegible] A	Survey of Crown Lands 4	[illegible]	[illegible]
Ch. 1[illegible] A	Survey of Crown Lands 5	[illegible]	[illegible]
Ch. 1[illegible] A	Survey of Crown Lands 6	[illegible]	[illegible]

Timber, Forest Lands

Ch. 1[illegible] A	Survey of Timber	[illegible]	[illegible]
Ch. 1[illegible] A	Survey of Timber	[illegible]	[illegible]
Ch. 1[illegible] A	Survey of Timber	[illegible]	[illegible]
Ch. 1[illegible] A	Survey of Timber	[illegible]	[illegible]
Ch. 1[illegible] A	Survey of Timber	[illegible]	[illegible]
Ch. 1[illegible] A	Survey of Timber	[illegible]	[illegible]
Ch. 1[illegible]	Provision in the Taxation of Lands	[illegible]	[illegible]
Chap. 1[illegible]	Amend Bailey	[illegible]	[illegible]
Chap. 1[illegible]	Amend Bailey	[illegible]	[illegible]
Chap. 1[illegible]	Amend Bailey	[illegible]	[illegible]
Chap. 1[illegible]	Amend Bailey	[illegible]	[illegible]
Chap. 1[illegible]	Elsewhere Consolidating	[illegible]	[illegible]
Chap. 1[illegible]	Elsewhere Consolidating	[illegible]	[illegible]
Chap. 1[illegible]	Elsewhere Consolidating	[illegible]	[illegible]
Chap. 1[illegible]	Elsewhere Consolidating	[illegible]	[illegible]
Chap. 1[illegible]	Amend Consolidating	[illegible]	[illegible]
Chap. 1[illegible] A	Amending	[illegible]	[illegible]
Chap. 1[illegible]	Amend Public Consolidating	[illegible]	[illegible]
Chap. 1[illegible]	Amend Public Consolidating	[illegible]	[illegible]
Chap. 1[illegible]	Amend Public Consolidating	[illegible]	[illegible]
Chap. 1[illegible]	Elsewhere for Town Consolidating	[illegible]	[illegible]
Chap. 1[illegible]	Elsewhere for Town Consolidating	[illegible]	[illegible]

D. Statistics of Offerings and Department Enrollment (cont'd)

Science Department Table II (cont'd)

Number	Title	Credit	Enrollment
Chem. 106	Chemistry for Physical Education	3	19
Chem. 106	Chemistry for Physical Education	3	23
Chem. 106	Chemistry for Physical Education	3	24
Chem. 106	Chemistry for Physical Education	3	22
Chem. 106	Chemistry for Physical Education	3	22
Chem. 106	Chemistry for Physical Education	3	17
Chem. 203	Analytical Chemistry	4	14
Chem. 406	Organic Chemistry	4	21
Phys. 411 B	Problems of Photography	2	1 *
Phys. 102	General College Physics	4	20
Phys. 102	General College Physics	4	12
Phys. 102	General College Physics	4	23
Phys. 306	Household Physics	4	16

* Given through Part-Time and Extension

[illegible] Transcription Table II (Section 2)

Number	Title	Credit	Transferred
Chem. 100	Chemistry for Physical Scientists	[illegible]	[illegible]
Chem. 110	Chemistry for Physical Education	[illegible]	[illegible]
Chem. 120	Chemistry for Physical Education	[illegible]	[illegible]
Chem. 130	Chemistry for Biological Education	[illegible]	[illegible]
Chem. 140	Chemistry for Physical Sciences	[illegible]	[illegible]
Chem. 180	Chemistry for Physical Biography	[illegible]	[illegible]
Chem. 203	Analytical Chemistry	[illegible]	[illegible]
Chem. 204	Organic Chemistry	[illegible]	[illegible]
Chem. 211 *	Principles of Chemistry	[illegible]	[illegible] *
Chem. 212	General Chemistry Laboratory	[illegible]	[illegible]
Chem. 214	General Chemistry Lecture	[illegible]	[illegible]
Chem. 216	General Chemistry Laboratory	[illegible]	[illegible]
Chem. 218	General Chemistry Lecture	[illegible]	[illegible]
Chem. 30	Inorganic Chemistry	[illegible]	[illegible]

* Chemistry Laboratory Fee-Class Not Indicated

D. Statistics of Offerings and Department Enrollment (cont'd)

Science Department Table III

Extension Courses

Summer 1958

Number	Title	Credit	Enrollment
Chem. S 408 A	Industrial Chemistry	2	17
Chem. S 501	Teaching of Chemistry	3	22
Phys. S 406 A	Astronomy	2	11
Phys. S 411 A	Photography	2	13
Phys. S 512	Modern Physics	4	11
Educ. 478	Science in Elementary Schools	2	15

Fall 1958

Biol. 408 A	Biological Technique	2	26
Chem. A 508	Advanced Organic Chemistry	4	24
Phys. A 402	Magnetism and Electricity	4	12
Phys. A 410	Meteorology	2	26
Phys. E 510 A	Teaching of Physics in Secondary Schools	4	32
Sci. A 401 X	Teaching of Science in Secondary Schools	2	24
Sci. A 401 X	Teaching of Science in Secondary Schools	2	26
Sci. A 410 A	Jr. High Science Demonstrations	2	25
Educ. 478	Science in Elementary Schools	2	20

Spring 1959

Biol. A 412	Genetics	2	18
Chem. 406	Organic Chemistry	4	2
Chem. A 509	Inorganic Chemistry	4	13
Phys. 102	General College Physics	4	1
Phys. 102	General College Physics	4	1
Phys. 306	Household Physics	4	1
Phys. A 411 B	Photography	2	10
Phys. A 416	Introduction to Analytical Mechanics	4	16
Phys. A 502	Atomic and Nulecular Physics	4	23
Sci. A 410 B	Jr. High Science Demonstrations	4	23
Biol. A 408 B	Biological Technique	2	23
Biol. A 409	Human Physiology	4	1
Educ. 478	Science in Elementary Schools	2	29

Science Department Table III

Education Courses

Number	Title	Credit	Enrollment
Summer 1972			
Chem. 3 [illegible] A	Industrial Chemistry	2	17
Chem. 8 [illegible]	Teaching of Chemistry	2	28
Phys. 3 [illegible] A	Astronomy	2	11
Phys. 5 [illegible] A	Photography	2	13
Phys. 2 [illegible]	Modern Topics	4	21
Educ. [illegible]	Science in Elementary Schools	2	15
Fall 1972			
Biol. [illegible] A	Biological Problems	2	26
Chem. A [illegible]	Advanced Organic Chemistry	4	24
Phys. A [illegible]	Magnetism and Electricity	4	22
Phys. A [illegible]	Astronomy	2	20
Phys. 2 [illegible] A	Teaching of Physics in Secondary Schools	1	30
Sci. A [illegible] X	Teaching of Science in Secondary Schools	2	[illegible]
Biol. A [illegible] 2	Teaching of Science in Secondary Schools	2	[illegible]
Biol. A [illegible] A	Jr. High Science Demonstrations	4	30
Educ. [illegible]	Science in Elementary Schools	2	30
Spring 1973			
Biol. A [illegible]	Genetics	2	18
Chem. [illegible]	Organic Chemistry	4	[illegible]
Chem. A [illegible]	Inorganic Chemistry	4	[illegible]
Phys. [illegible]	General College Physics	4	[illegible]
Phys. [illegible]	General College Physics	4	[illegible]
Phys. [illegible]	Descriptive Physics	4	[illegible]
Phys. A [illegible] X	Photography	2	[illegible]
Phys. A [illegible]	Introduction to Analytical Mechanics	4	[illegible]
Phys. A [illegible]	Atomic and Molecular Physics	4	[illegible]
Sci. A [illegible] 2	Jr. High Science Demonstrations	4	[illegible]
Biol. A [illegible] 2	Biological Chemistry	2	[illegible]
Biol. A [illegible]	Human Physiology	4	[illegible]
Educ. [illegible]	Science in Elementary Schools	2	26

E. Saturday Institute - Glen Rock Junior High School 1958 - 1959

A - Administration

Coordinator Mr. Dean Laux - Glen Rock Junior High School
Coordinator Mr. Jacob Fisher - Montclair State College

B - Participating Montclair Faculty and Topics of Lectures

Faculty	Topic	Date
Miss Kuhnen	Photosynthesis	Jan. 10, 1959
Dr. McDowell	Protozoology	Feb. 21, 1959
Dr. McDowell	Embryology	March 21, 1959
Miss Kuhnen	The Flower	April 11, 1959
Mr. Fisher	Mammalian Blood	May 9, 1959

C - Method of Selecting Students

1. The academic grades scored in the ninth grade.
2. Participation in the program was on a voluntary basis.
3. Final selection for participation in the program rested with Mr. Laux.

D - Nature of the Program

1. To enable students to explore areas of biology which they would not obtain in the regular high school biology program.
2. To enable students to explore major concepts and areas of biology as a possible field to pursue as a vocation.
3. To introduce the student to new equipment and technical procedures in the laboratory.
4. To provide the student with the opportunity to perform experiments and test in the laboratory.

F. Matriculated Students As Of August 31, 1959

Department of Science

Aagard, Stanley, 61 Highwood Ave., Midland Park	2-57
Austra, Josef R., 53 River Bend Rd., Berkeley Heights	8-52
Babb, Herbert A., 4 LaRue St., Franklin	2-56
Bemler, Mary Ellen, 142 Dewey Ave., Totowa Boro, Paterson 2	6-57
Berkowitz, Mrs. Marion J., 18 Garden Court South, Garfield	8-9-58
Biros, Richard R., 620 Passaic Ave., Clifton	2-57
Boone, Ruth P. 184 Kaywin Rd., Paramus	1-55
Brown, Walter E., West & Washington Sts., Annandale	7-57
Buschke, Edward W., 90 Woodside Ave., Hasbrouck Heights	9-13-58
Cappuccio, Robert J., Box 282, RD 1, Culver Lake, Branchville	9-8-58
Carter, Nancy J., Mrs., 654 Jacques St., Perth Amboy	8-20-58
Checkley, Vivian M., 247 Harding Ave., Clifton	1-55
Conger, Josephine A., 87 Oak Ave., Park Ridge	8-57
Cosgrove, Cecilia J., 1412 Lesington Pl., Elizabeth	2-13-58
Deal, Charles W., 166 Fulton Pl., Paterson	7-57
DeSantis, Anthony, 467 S. Clinton St., East Orange	10-12-57
Dhaenens, Elodie, 181 Second Ave., Hawthorne	7-10-58
Elliot, Graham A., 46 Highland Ave., Leonardo	10-15-57
Fields, Harold J., 30 Elmwood Terr., West Caldwell	1-20-59
Flynn, Roland R., RD 1, Box 161, Parsippany	4-29-58
Freund, Barton A., 238 Broad St., Bloomfield	6-55
Gallo, Joseph M., 130 Maybrook Dr., Maywood	7-55
Glick, Edith H., 404 So. Livingston Ave., Livingston	2-57
Gorton, Robert G., 1160 Springfield Ave., No. Providence	9-1-56
Gutman, John B., 7 Burnham Pl. Fair Lawn	2-56
Hapward, Richard H., Jr., 135 Weaver Ave., Bloomfield	7-8-58
H aracz, Veronica B., 8 May St., Wallington	9-55
Hyland, May E., 605 - 8th St., Carlstadt	7-16-58
Jansky, Robert C., 174 Christie St., Ridgefield Park	7-8-58
Jube, Laura May, 3 Beekman Place, Fair Lawn	10-16-57
Kalsmith, Samuel B., 967 Bergen St. Newark 12	10-10-57
Kepler, Mrs. Dewitt H. 104 C Celia Terr., Belleville	10-10-57
King, Richard W., 95 Prospect Ave., West Orange	1-56
King, William R. 777 Bergen St., Newark	5-27-53
Kopacki, Stanley, 13 Chestnut St., Kearny	7-57
Liebhart, Kathleen M. 3 Skytop Rd., Metuchen	2-57
Marshall, Albert H., 77 Whittlesey Ave., West Orange	1-15-59
Musgrave, William E., Jr., 24 Ellis St., Bloomfield	2-6-58
Nankivell, Charles S., 28 Fairview Pl., Bloomfield	1-30-59
Nuziale, Joseph Al., 55 Woodrige St., Woodridge	10-10-57
Parasugo, Roseann M., 49 Derwent Ave., Verona	7-56
Peters, Till J. N., 308 Old Bloomfield Ave., Parsippany	2-18-58
Platts, Doris B., 124 Montrose St., Newark	9-10-58
Robertshaw, Donald, 805 Remnos Ave., Union	2-9-59
Schiff, Roberta A., 54 Grumman Ave., Newar	5-27-58
Scullion, John L., 8C Lincoln Ave., Hawthorne	6-56
Sloan, Edward, 357½ Tom Hunter Rd., Fort Lee	2-57

Unpublished Symbols

Augusto, Theodore, 41 Sycamore Ave., Richland Park
Austen, Jared G., 72 Silver Road W.1, Harrington Heights
Bach, Dominic A., 9 Lodge Pl., Pembroke
Baxter, Harry Allan, 102 Jenny Ave., Goose Cove, Kingsmere 7
Beresford, Ann, Barton 6., 12 Barnes Street North, Sunfield
Blake, Edward C., 820 Pacific Ave., Stanton
Bolton, Earl V., 116 Birch Ave., Jackson
Brown, Walter E., Park 9 Restaurant Ave., Lexington
Bradley, Donald F., 70 Bonfield Ave., Riverwood Heights
Chapman, Ernest J., Box 102, RR 1, Clover Lake, Sandstrand
Clarke, Edward T., Apt. 4, 105 Jackson St., Park Lower
Cooper, Thomas R., 217 Sherbrook Ave., Clifton
Cooper, Douglas A., 97 Oak Ave., Park Place
Cowperthwaite, Donald A., 1412 Lexington St., Milltown
Cred, Stanley T., 102 Fulton St., Kingsmere
Dalrymple, Lawrence, 120 E. Clinton St., Fort Orange
Dominion, Bruce, 115 Second Ave., Dominion
Elliott, Gordon A., 18 Highland Ave., Lexington
Ellwood, Harold A., 37 Glenoid Pkwy., Fort Dominion
Flynn, Edward R., 20 1, Box 142, Pembroke
Freeman, Martin L., 130 Broad St., Stonefield
Gillie, Joseph A., 120 Lexington Ave., Kingsmere
Grant, Edith T., 108 St. Lithgoshed Ave., Lexington
Gordon, Robert A., 1100 Northgrafield Ave., St. Pembroke
Graham, John S., 7 Meadow Pl., Fort Lane
Hagerty, William E., Jr., 135 Beaver Ave., Stonefield
Harper, Franklin T., 3 Top St., Wallingford
Hyland, Guy E., 108 - 3rd St., Carlstadt
Jarvis, Robert C., 1171 Westville St., Stonefield Park
Jones, Lucy Ann, 3 Meadow Place, Fair Lane
Kalendar, Samuel E., 207 Lexington St., Stanton 21
Kaplan, Eva, Box 21, Apt. 9 Delta Tower, Ballyville
Klein, Richard E., 70 Cherrwood Ave., Fort Kingsmere
Lang, William E. 777 Bayton St., Newark
Lawrence, Thomas, 21 Sycamore St., Kingsmere
Leibner, Earnest C., 3 Maple St., Stanton
Mackenzie, Alice, E., 77 Brightwood Ave., Fort Kingsmere
Mathews, William E., Jr., 20 Elm St., Stonefield
Mitchell, Charles E., 20 Fairview St., Stonefield
Morley, Joseph A., 7 Meadow St., Stanton
Parsons, Edward E., 12 Sycamore Ave., Kingsmere
Powers, Eric G. E., 105 Old Stonefield Ave., Stanton
Pryor, Doris E., 141 Lakeshore St., Newark
Robertson, Donald, 107 Elmore Ave., Stanton
Smith, Wayne A., 23 Sycamore Ave., Stanton
Smallin, John E., 80 Lexington Ave., Kingsmere
Stern, Edward, 1, 17 Fox Hollow Rd., Fort Lane

Smith, Barbara Jean, 15 Ballard Pl, Fair Lawn	12-53
Smith, Marilyn J., 14 Hudson Ave., Totowa Boro	6-55
Solon, Bernard, 920 Columbus Ave., Westdield	11-19-58
Springer, Dale, 116 Sterling Pl., Roselle	2-28-58
Struyk, Donald A., 18 Chapel Pl., Wayne	2-4-59
Tenebaum, Chester H., 619 Walnut St., Westwood	7-57
Wallace, Albert J., 215 Walnut St., Montclair	9-12-58
Wallace, Mrs. Edith W., 209 Center Ave., Westwood	2-6-59
Williams, Emilie E., 139 Donaldson Ave., Rutherford	12-13-57
Wray, Lydia A., 383 Highland Ave., Clifton	1-56
Zdankowski, John A., 180 Maple Ave., Wallington	7-2-58
Pitalowski, Lois W.	9-4-59
Sapelli, Richard	

[illegible]
[illegible]
[illegible]

G. Matriculated Students as of August 31, 1959

Department of Science

Dreyfus

Horst, Kenneth E., 247 Fort Lee Rd., Leonia	11-2-58
Busch, Marylin J., Mayflower Gardens 9A., Long Hill R., Great Notch	11-2-58
Dow, Denise, A., Nolans Point, Lake Hopatcong	11-2-58
Fuhrmann, Howard W., 179 Larch Ave., Dorota	11-2-58
Griffiths, David W. 192 Broadway, Newark	11-2-58
Cross, Susan H., 1095 Prospect St., Hillside	11-2-58
Jones, Donald R., 93 Prospect Ave., Irvington	11-2-58
Kelland, David R., 31 Cayuga Ave., Rockaway	11-2-58
Khonry, Gloria	
Klenz, Helmut K., 2 Elmwood Terr., West Caldwell	11-2-58
McDonough, Joseph, 105 Grain Rd., Paramus	11-2-58
Macchiano, John B., 674 Leigh Terr., Washington Twp.	11-2-58
Myers, George M., 814 Columbia Ave., North Bergen	11-2-58
Nelson, Eric P., RD 1, Belle Mead	11-2-58
Petrillo, Anthony	
Schlanker, George G., 501 Quinton Ave., Kenilworth	11-2-58
Wagner, John G., 141 Jefferson Ave., River Edge	11-2-58
Walterreire, William J., P.O. Box 42, Middlesex	11-2-58
Weir, John J., 56 Lawrence St., Perth	11-2-58
Wolff, Stuart	
Woodfield, Charles R., 57 N., Brookside Dr., Clifton	11-2-58
Worthing, Robert G., 165 Schuyler Ave., Newark	11-2-58

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